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ABSTRACT

This volume is a literature overview of school-business partnerships, encompassing types of partnerships, issues, program models, and information for development and research. The first section, "Perspectives," includes six articles that place partnerships in historic context, identify motivations that contribute to partnership development, and introduce specific types of partnership programs. Concern is raised about long-term effects of increased private sector influence on education. The section concludes with two conceptual frameworks of collaborative programs. Twenty-four articles and reports in the second section, "Partnerships in Action," provide case examples. Profiles of adopt-a-school program development are followed by more detailed views of two large-city partnership programs and two examples of single-focus small community efforts. A unique contractual approach to reducing youth unemployment through school improvement is detailed. Several articles examine particular types of partnership activities, including work of local advisory councils for administrative planning, staff development through summer employment, internships and employee/teacher exchange, curriculum development, and the development of magnet schools. The section closes with examples of two organizational strategies for increasing resources and collaboration--school foundations and industry-education-labor councils. The third section, "Developing Partnerships," contains six articles that offer advice drawn from research and experience with successful partnership programs, including two nationally recognized resources. (CJH)

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Exemplary Practice Series

Center on Evaluation, Development, Research

School and Business Partnerships

EA 018 600

Phi Delta Kappa

Center on Evaluation
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Exemplary Practice Series 1985/86

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1. School-Business Partnerships

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The Center on Evaluation, Development, and Research (CEDR) presents the Exemplary Practice series. Each volume contains articles about a topic that appears to have an impact, actual or potential, on school effectiveness. Articles that are considered to be the best practice in specific areas are carefully selected by CEDR staff members or guest editors with specialized knowledge of the topic.

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One of CEDR's most important missions is to help educators identify ways to solve problems by seeing the successful solutions of others. We sincerely hope that this volume will fulfill that purpose.

The Exemplary Practice series is prepared
under the direction of
Larry W. Barber, CEDR Director

INTRODUCTION

A broad range of school-business partnerships are at work across the country in a climate that encourages and expects increasing business involvement with public schools. Partnerships have been endorsed as a means to achieve improvement in education by the White House Task Force on Private Sector Initiatives, the National Task Force on Education for Economic Growth, the National Commission on Excellence in Education, and the National Science Foundation. President Reagan proclaimed school year 1983-84 National Year of Partnerships in Education in recognition of the cooperative activities already in progress.

In 1984, a United States Department of Education national survey of all school districts identified more than 2000 districts with formal partnerships (excluding work training programs) involving over 46,000 sponsors.[1] From the corporate side, two out of three major companies responding to a national survey reported assisting schools by providing equipment, study materials, and loaned facilities; about 60 percent loaned their executives to serve as classroom teachers, consultants, and program developers.[2]

The term, "school-business partnership," is derived from the adopt-a-school programs developed during the 1960's to improve inner-city schools and thereby give disadvantaged students better employment opportunities.[3] Those programs placed emphasis on vocational education, job placement, and career guidance, but they included projects for basic academic skills, curriculum development, administrative services, community relations, health services, and staff development.[4] Today, some school districts use the term, "partnership," as a synonym for their adopt-a-school program, whether or not the focus is on disadvantaged students or inner-city schools.[5]

Broadly defined, a partnership is "an agreement between school and business representatives to a mutually acceptable set of purposes and means for achieving such purposes."[6] Within this definition, school-business partnerships encompass a wide variety of program purposes, activities, resources, and organizational structures.[7,8]

Helping students make a successful transition from school to work remains the objective of many parnerships.[9] However, alongside of traditional business connections with career, vocation, and business education, new collaborative associations have formed that focus on non-vocational education, often with a commitment to improving the entire education system. These newer partnerships have expanded the student population served, the school staff involved, and the kinds of organizing strategies used.[10]

Organizational arrangements and mechanisms for partnership development and administration vary in formality and in the degree to which different sectors of the community are represented. In some school divisions, partnerships have begun and continue to operate through the efforts of one or two people coordinating activities in their individual organizations.[11] In other cases, schools have established working relationships with the business community through their participation in Junior Achievement activities.[12] Often a community-based organization, such as the local Chamber of Commerce, has provided a liaison or has coordinated activities.[13]

Industry-education-labor councils, some affiliated with the National Association for Industry Education Cooperation, frequently serve as governing and/or sponsoring organizations.[14] By bringing together on "neutral turf" the educational resources and power structure of the community, these councils have provided a structure for directing efforts to solve problems that cut across institutional boundaries.[15]

What has been written about school-business partnerships reflects both their diversity and the unsettled nature of an emerging field of study. Research to document the development, nature, and extent of partnerships has set different parameters and used differing conceptual schemes to classify and sort out partnerships from other associations between schools and businesses. This volume, number one in the Exemplary Practice Series, includes a small sample of this literature, selected to give access to perspectives and issues, program models, and advice needed to develop, sustain, and investigate school-business partnerships.

The first section, *Perspectives*, includes articles that place school-business partnerships in historic context, identify the motivations that contribute to partnership development, and introduce specific types of partnership programs. These reports also raise important concerns about the long-term effects of partnerships on the purposes and responsibilities of American public education when private sector interests assume increased influence. The section concludes with two papers that offer conceptual frameworks useful for better understanding of collaborative programs between schools and businesses.

Twenty-four articles and reports provide examples of *Partnerships in Action*, the title of the second section. Schilit and Lacey's profiles of adopt-a-school program development are followed by more detailed views of two large city partnership programs and two examples of single-focus small community efforts. A review of the Boston Compact details a unique contractual approach to reducing youth unemployment through school improvement.

Several articles examine particular types of partnership activities. They are grouped by general program purpose: the work of local advisory councils for improved administration and planning; partnerships for staff development through summer employment, internships, and employee/teacher exchange; curriculum development and the provision of courses by businesses; and the development of magnet schools.

The section closes with examples of two organizational strategies for increasing resources and collaboration: school foundations and industry-education-labor councils.

The third section, *Developing Partnerships*, offers advice drawn from research and experience with the development of successful partnership programs. Two nationally recognized resources, the National School Volunteer Program model and the manual developed by staff from the St. Louis Public Schools for the American Council on Life Insurance, are introduced.

—Linda A. Britt, editor

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Perspectives

BUSINESS HAS REDISCOVERED THE PUBLIC SCHOOLS

by Michael Timpane

Once again the business community has been re-establishing connections with public education. Mr. Timpane examines the reasons for this trend, as well as the problems and opportunities it may present for U.S. education.

OF ALL THE recent changes in the landscape of American education, none has been more dramatic and swift than the reappearance of the business sector. Nowadays, no analysis of educational performance fails to mention either the need for improved skills in the labor market or the need for improved productivity that will enable the U.S. to compete successfully in the global economy. No national panel or state commission on education fails to include among its members – or to consult most carefully with – prominent business executives. No convention of educators fails to feature speeches and workshops on expanding and strengthening the "partnership" between business and education. And few communities fail to launch projects to build cooperation and understanding between business leaders and educators.

It is far too soon to see clearly the nature and scope of the growing corporate involvement in education – let alone to predict its effect. But it is none too soon to try to understand why it is occurring and what problems and opportunities it is likely to present for U.S. education.

Some History

The involvement of business in education is not new. For the first half of this century that interest was pervasive. Almost all school board members were business or professional men, and public school management was modeled on business management. Business leaders and educators readily agreed that an important objective of education was the preparation of students for a productive worklife. Curricula, testing, placement, and counseling programs all developed within this comfortable consensus. The prodigious expansion of the public schools after World War II turned out to be the last page of this chapter in the history of business involvement in the schools.

The context of educational policy making changed swiftly in the mid- to late 1960s. Though the change was most dramatic in the cities, new issues of educational equity, of due process, and of political power came to the fore in communities of every size throughout the U.S. And with those new issues came new actors: organized parent and community groups, organized teachers, advocates of previously neglected groups of students, lawyers and judges, federal and state program managers. In a few years the corporate influence had been eclipsed, and corporate representatives usually withdrew from or were pushed aside in the deliberations over local educational policy. They were rarely involved, too, in the development of new state and federal educational roles.

Thus, in the critical years from the mid-1960s to the late 1970s, business leaders were increasingly distant from the schools. Their interest shifted toward the universities. The children of business leaders usually attended private elementary and secondary schools or public schools in the most elite suburbs. Lacking much contact with most public schools, business leaders tended to believe most of the stereotypes of public schooling that circulated during these years: school systems "failing" and test scores falling because of unruly students, unworkable innovations, militant and uncooperative teachers, and ineffectual administrators.

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Business leaders have come to understand that the emerging labor supply problem is essentially an educational problem.

During these years, business leaders felt they could afford to be passively critical of education because of the plentiful supply of qualified entry-level workers among the very large numbers of young people born during the postwar baby boom and among women reentering the labor market.[1]

In Recent Years

During the past six to eight years, business leaders have been gradually reestablishing connections with public education. During 1983 that process has accelerated greatly. Why? It seems clear that changes in the labor supply have been the most significant spur to this renewed interest in education. These changes have led business leaders to a whole new set of realizations:

- There will be fewer young people entering the labor market – 20% fewer high school graduates in 1990 than in 1980.
- The proportion of women in the labor market will not rise as swiftly in the future as it has in the recent past.
- The skills needed in the workforce are growing increasingly complex and changing rapidly. Individual workers will need to learn new skills continually as their jobs change under the impact of technology and as they change jobs.
- Increased worker productivity will be a necessary ingredient for successful competition in the global economy.
- Only the schools can do the bulk of the job of educating young people. Employment training programs for youths and company training programs for employees can complement – but not substitute for – an effective public education system.

Business leaders have come to understand that the emerging labor supply problem is essentially an educational problem. The knowledge and skills required in today's labor force are general rather than specific to any firm or industry. Businesses need employees who can read, write, and count, but these employees must also be able to solve problems, learn new things, and understand people.

Today it is educators, more than businesspeople, who are likely to pigeonhole the new interest of business into the area of vocational education. Business leaders have not turned their backs on vocational education, but their interest in both the products and processes of public education is far more general. The recent report by the Education Commission of the States (ECS) furnished a dramatic example. In specifying the basic academic competencies that they seek in young graduates, the business and political leaders on the ECS panel contentedly (if not altogether wisely) pronounced the taxonomy of competencies needed for college work that had been proposed by the College Board as adequate for *all* students.[2]

Even though concerns for the future workforce have been the catalysts for renewed corporate involvement in education, they have not been the only source of corporate interest. Like most other alert and intelligent members of our society, businesspeople understand that education is our fundamental means of developing skillful and thoughtful citizens. Business needs not only workers from the schools but also consumers, discriminating supporters of the free enterprise system, and creative citizens. Moreover, on the local level, businesses benefit from a community that is seen to be a "good place to do business"; a strong public school system – serving present and prospective employees and their families and contributing to a strong local economy – is a hallmark of such good places.

And yet these interests, real though they have always been, did not place education high on the list of corporate priorities in the recent past. Education received little attention from high-level executives. Instead, it was consigned to the personnel or community relations departments, which were expected to maintain cordial ties with the schools but to initiate little and risk less in corporate reputation or substance. Only the insistent demands of the economy and the labor market succeeded in forcing a reconsideration of corporate involvement.

As their new self-interest dawned on them, business leaders began slowly, over the past several years, to strengthen ties with and increase assistance to the schools. And a somewhat battered and, it must be said, suspicious education community began just as slowly to respond. It took educators a little while to discern that the new business involvement represented a gradual turning away from the harsh criticisms of the past. It also took some time for educators to appreciate that what business sought from the schools – general skills and the ability to learn, grow, and change – were genuine educational goals. Moreover, business representatives and educators only gradually discarded their stereotypes of one another. In particular, the thousands of businesspeople who have worked with the schools over the past several years have learned three important things, slowly perhaps, but well: education is hard work, educators and students work hard at it, and businesspeople would never put up with the things that educators encounter and cope with daily.

The local activities carried out through the new business/education relationship were initially of two kinds.

1. *Processes of communication and collaboration.* Industry/education/labor councils, revived chamber of commerce education committees, and roundtables of business and education leaders have all played roles in the renewed interest of business in the schools. In most communities, these organizations have moved rather quickly from dialogue to action. From such early entries as Chicago United to the more recent activities of the Boston Compact and the New York City Partnership, umbrella organizations have developed agendas that coordinate new collaborations between business and education and connect these activities to such related efforts as the provision of jobs for youths.

2. *Helping-hand activities.* Projects in which businesses (individually or in groups) provide assistance to specific schools have expanded steadily. Initially, businesses simply stepped up their participation in career-awareness or work-experience programs, often laboring under the old-fashioned assumption that students simply needed to know more about "how the free enterprise system works." In other cases, businesses lent personnel to the schools to help them reorganize, manage inventory or finances, process data, or perform any of the myriad activities in which business know-how could be of obvious use to education.

Soon, however, business involvement became more substantial, most notably in the proliferation of adopt-a-school programs, in which specific firms participate permanently in improving the educational programs of specific schools. Networks of adopt-a-school programs now exist in most large cities, as well as in some smaller communities.

It is difficult to tell how far such assistance might go; the frontier is still receding. For example, Bank of America – now joined by other large California businesses – has for several years awarded sizable competitive grants for school improvement projects throughout the state. Atlantic-Richfield Company provided substantial funding for the Carnegie Foundation report on the American high school and for the demonstrations of excellence that will follow the report. And

Chase Manhattan Bank has underwritten a two-year training program in curriculum leadership for high school principals, sponsored by the New York City Alliance for the Public Schools. In addition, many business communities are now following the lead of the Allegheny Conference on Community Development, through which Pittsburgh businesses award mini-grants for classroom improvement projects to hundreds of public school teachers.

Recently, there have been frequent reports (and a few confirmations) that corporate contribution programs intend to direct more of their resources toward public elementary and secondary education. If these reports are borne out in the next year or so, they will represent a significant shift in the attitudes of corporate executives. Two years ago, corporate gifts to education amounted to $1 billion per year, but scarcely 3% of that figure went to precollegiate public education. The near-universal refrain of corporate givers was that their taxes supported public education and that their limited contributions would be swallowed up in the "black hole" of public school finance. Perhaps the corporate givers have since learned that their contributions, even in small amounts, can provide great encouragement to public education and can also give educators and civic groups substantial leverage on the large and mostly inflexible budgets of the schools.

A contemporary example from the experience of the New York City Partnership suggests the extent to which assistance projects might grow. Soon after his appointment, Chancellor Anthony Alvarado asked the business leadership of New York City to assist him with the following local initiatives:

- the total redesign of 25 high schools over a period of several years,
- the provision of work experiences and external learning experiences for each of the nearly 300,000 high school students in the school system, and
- the provision of an adult mentor to be available for one-to-one discussions with each junior and senior high school student.

Corporate executives did not flinch at the size of the undertakings Alvarado proposed. On the contrary, they viewed them as challenges and spoke of mobilizing the business community to allow every employee in every firm to participate somehow.

Plans such as this one reflect vision and risk-taking — by both business and education — on an unprecedented scale. Accomplishing any substantial part of such a plan would benefit public school students in ways never imagined when business representatives first launched career education projects or "adopted" schools.

What Is Happening Now?

The most notable change in the past year has been the increased involvement of businesses in education policy making. It had been clear for some time that business involvement in a few, or even a few dozen, projects was not likely to improve the performance of school systems caught in webs of programmatic, managerial, and financial control created by years of governmental action at local, state, and federal levels. Only intervention at the policy level could improve the situation. For several years, corporate leaders had tiptoed toward such involvement with a policy planning grant here, a school board slate there, but no widespread or sustained effort.

> ***The most notable change in the past year has been the increased involvement of businesses in policy making.***

The publication of *A Nation at Risk* and of several other commission reports and the concomitant rise of public interest in the new agenda for excellence in education have expanded corporate interest and involvement in education manyfold. Four examples will make this point.

1. The ECS Task Force report, *Action for Excellence* — drawn up by a commission of business executives, state political leaders, and educators — has received national prominence as a statement of corporate interest in the reform of education.

2. The numerous state commissions and task forces (140, by the most recent ECS count) set up to respond to the national reports will draw business representatives into every major aspect of education policy making at the state level: curricula, testing, technology, regulation of the teaching profession, and so on.

3. Typically, the state of California has charged ahead of the rest of the nation during the past three years. The California Business Roundtable, as Michael Kirst tells it, carefully developed an education agenda for the state, which included minimum graduation standards, beefed-up state testing, state guidelines for the curriculum, stronger attendance and disciplinary laws, a longer school day and year, deregulation of state restrictions on teacher dismissals and layoffs, and new concepts of teacher training.[3]

Using paid public relations staff members and lobbyists, the Roundtable waged a successful political campaign to push its program through the California legislature early in 1983. To secure its own agenda, the Roundtable endorsed additional funding for higher teacher salaries. The outcome was several hundred million new dollars annually for public education in California, but the quid pro quo nature of the deal was unmistakable. As businesspeople are fond of saying, the California Business Roundtable kept its eye on the "bottom line" — it got what it came for.

4. The Committee on Economic Development (CED), a prominent national

organization of corporate chief executives, has turned its attention to education for the first time in 15 years. As an opinion leader in American business, the CED has discovered that most of the national reports – although they put laudable emphasis on excellence, achievement, productivity, and accountability – say very little about how corporate leadership and assistance can be most effectively brought to bear. The CED is now in the midst of a nationwide survey of its members and their communities, in order to develop appropriate recommendations for the nation's business leaders. The CED interest in education is a broad one – not narrowly confined to an economic perspective. Moreover, the CED intends to give careful attention to the support and revitalization of the teaching profession as well.

What Does the Future Hold?

It is impossible to say what effect this new corporate involvement will ultimately have on education policy and practice. The involvement is barely under way. Already, though, a number of unanswered questions have been raised.

Will business help to secure the additional funds to finance the new agenda of educational excellence? Not too long ago business interests furnished much of the leadership and financial support for tax limitation measures, some of which, like Proposition 2½ in Massachusetts, hurt public education. Even in California, this year's new funding was secured without new taxes and to some extent at the cost of diminished support for higher education. When new taxes are needed – as they will be in many states – will business help to secure and pay them?

Will the business interest in education persist beyond the predictably limited span of current public enthusiasm? At the moment, business leaders are responding to the needs of education at least in part as enthusiastic citizens, rather than as hard-nosed executives. As the economic recovery quickens and as revenues and profits rise, this enthusiasm can sustain their interest. But what will happen when the glamor and the profits abate?

In a similar vein, has business accurately assessed its interest in the education of the labor force? Henry Levin and others suggest that the labor market in the next decade will need more service workers than high-tech operators.[4] They maintain that the skill requirements of entry-level jobs may actually diminish in many "no-tech" jobs. If this is so, corporations may have second thoughts about the urgency of their need for better schools.

Will corporations and education find an operational definition of the needed job skills for future employees? So far, the rhetoric abounds with such terms as "functional (or computer) literacy," "employability," and "learning to learn." Curriculum content and standards will be key parts of the education policies now under consideration. What, if anything, should be taught (or taught differently) to help students succeed at work?

Will the enthusiasm and leadership furnished by the largest corporations filter down to the small and midsized businesses? The largest corporations have so far taken the initiative, but smaller firms will supply many of the new job opportunities in our economy, as well as much of the practical and political assistance that local school communities need. Will these local and regional businesses be ready to shoulder their share of the burden?

Will the business interest stretch to support necessary efforts to continue extending equal educational opportunity? For the moment, concerns for equity in education are taking second place to the concerns for educational excellence that have helped attract business to the scene. Educational equity is a hollow goal if it does not promise and expect excellence, but excellence will also echo falsely if it does not apply to all students – including the poor, minorities, and the handicapped, whose education has been less than excellent so far. Will corporations help education maintain the difficult but necessary balance between excellence and equity?

The final question for educators is the most basic: Will public education retain its integrity in the education of coming generations if the interest of business in education – both in schools and in state houses – continues to grow as dramatically as present trends suggest? So far, business leaders have suggested broad rather than narrow educational requirements and have shown little interest in the specifics of educational strategies or school operations. As the recent California experience suggests, however, they may be both interested in and effective at changing the rules of the game. So far, too, the business interest in education has been advancing at a time when educators have not been in a position to refuse aid from any quarter. Thus educators have welcomed the new interest and political support of business leaders and have not found the price too high.

Education's best alternative seems to be to accept and work with business zestfully (lest business leaders misconstrue caution as delay and obfuscation). After all, businesspeople know that they do not know how best to educate young people, and they are convinced that educators must be relied on to do this job for society. But they are equally convinced that the education of young people would be improved by the involvement of a broad public, including businesspeople, in the shaping and support of the public schools. Can we honestly disagree?

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1. Most of the material in this and the following section was drawn from Michael Timpane, "Corporations and Public Education in the Cities," paper prepared for the Carnegie Corporation, New York, 1982.
2. The ECS report is *Action for Excellence* (Denver: Education Commission of the States, June 1983); and the report of the College Board is *Academic Preparation for College: What Students Need to Know and Be Able to Do* (New York: College Board, 1983).
3. Michael W. Kirst, "The California Business Roundtable: Their Strategy and Impact on State Education Policy," paper prepared for the Committee on Economic Development, New York, 1983.
4. Henry M. Levin and Russell W. Rumberger, "The Educational Implications of High Technology," Institute for Research on Educational Finance and Governance, Project Report No. 83-A4, Stanford University, 1983; and Russell W. Rumberger, "The Growing Imbalance Between Education and Work," *Phi Delta Kappan*, January 1984, pp. 342-46. ☐

16

CLASSROOMS AND CORPORATIONS

It is early afternoon at a large high school in a midwestern city. Classes are still in session. There is lively discussion in a remedial mathematics class. The day before, the class had been visited by three executives from the Mid-Continental Bottling Company. They had divided the class into three "companies" (Sunkist, Dr. Pepper, and Hawaiian Punch) and given each company mock grocery-chain accounts. On this day, the Sunkist group was discussing ways of conducting product-demand surveys. In another corner of the room, Hawaiian Punch group members were looking at various types of packaging that could be used for their product. A student from the third group stood at the chalkboard figuring out unit-pricing formulas with the help of her peers. As the teacher remarked, this day was a first for many. "They've never before found basic math so relevant or understandable."[1]

Traditionally, corporate America has stood aloof from public schools. While complaining about the quality of education, it has failed to get involved.

Several years ago, Willard Wirtz, former Secretary of Labor and a pioneer in industry-education collaboration, observed that, while business leaders have a stake in education, "in no sense do they become full partners in the joint enterprise. . . . Virtually every community in the country has an untapped reservoir of per-

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sonnel and information. . . . What is lacking is the requisite collaborative process."[2]

Today, however, collaboration is in full swing.

James B. Hunt, Jr., governor of North Carolina, chairman of the Task Force on Economic Growth, and of the Education Commission of the States, has vigorously urged corporate America to rally around the public schools. The term "Adopt-a-School," first introduced over fifteen years ago, is now almost commonplace. A host of school-business partnerships are springing up from coast to coast. At last count, forty-two states had appointed task forces to build bridges between industry and the schools. Currently there are over one hundred business-education councils in major cities, involving many hundreds of high schools across the United States.[3]

In 1980, Tenneco Oil in Houston, Texas, hosted a kickoff reception for a new citywide program called Volunteers in Public Schools. Chief executive officers from one hundred major companies in the Houston area met with the president of the Chamber of Commerce and the superintendent of schools. Each corporate participant was asked to name a contact person to serve as program coordinator. The partnership between the schools and businesses of Houston was born. Today there are about eighty partnership programs in the city.

Several years ago, the St. Louis public schools developed a School Partnership Program. The project brings the resources of the St. Louis community to the aid of its public schools in a way that forms connections not only with businesses, but also with professional organizations, government and cultural agencies, and colleges.

Chicago has a citywide Adopt-a-School program. The superintendent of public schools asks each high school to supply an educational "wish list." A network of industries, in turn, have committed themselves to work with schools at least once a week, for a minimum of one year. Businesses generally target a school in their immediate area. Meetings are arranged between principals and industry representatives. A plan of action is agreed to with the Adopt-a-School coordinator. Currently, about 20 percent of Chicago's high schools have been "adopted."

Pittsburgh's Partnerships in Education began four years ago, led by the Allegheny Conference. The conference is a regional private partnership to promote the city's renaissance. It works with the greater Pittsburgh Chamber of Commerce and the Pittsburgh Board of Public Education. The conference sponsors the Allegheny Conference Education Fund, which has raised nearly $1 million from local corporations and foundations. School projects include enrichment programs for teachers, scholars in residence in the schools, and work connections with industry, to name a few.

David Bergholz, assistant executive director of the Allegheny Conference, says, "Public education is now on the private sector's agenda."[4] The Ford Foundation has singled out Pittsburgh's program as a model, and is providing grants to encourage similar programs in more than forty cities.

A school-industry partnership program was born in Boston during the 1974 school desegregation crisis. The first partnership, between one school and a telephone company, has expanded to include all of Boston's high schools and twenty-one corporations.

In 1977, in Los Angeles, a group of Atlantic Richfield employees wanted to do something for children in nearby schools. They "adopted" two inner-city elementary schools and agreed to tutor children several hours every week. The program became Atlantic Richfield's Joint Educational Project. Other businesses, large and small, followed in Atlantic Richfield's footsteps. In Los Angeles, the Adopt-a-School program is now citywide.

The private sector has a significant role to play in the support of education. Schools need the help of business, business needs the schools. The quality of work is linked to the quality of education.

What, specifically, can business do to enrich public education? Five separate strategies are proposed.

Helping "Needy" Students

First, businesses can work with students who are educationally disadvantaged.

B. Dalton Booksellers, the nation's largest chain of bookstores, has been supporting literacy projects since 1977. Dalton employees serve as tutors and donate time to local library boards in ten states and forty communities.[5]

In Chicago, a natural gas firm, People's Energy, sends tutors to the schools. Twenty employees tutor reading and math at Tilden High School for one and one-half hours twice weekly. In Houston the program that Tenneco first launched now sends twenty-five employees to primarily Hispanic inner-city schools, again providing tutorial help to students with language difficulty.

A Chicago candy manufacturer developed a creative project for one hundred nearby high school students in need of remedial help. The students were organized into small competitive teams that were challenged to produce a new candy and market it to fellow students. The teams were responsible for every aspect of the process, from market research to design, production, advertising, and evaluation.

Hughes Tool in Houston sends Hispanic and Vietnamese workers to tutor high school students of the same ethnic groups. These tutors serve as role models, and place special emphasis on communication skills. In Los Angeles, Atlantic Richfield employees are given released time to tutor Hispanic students in English usage. Atlantic Richfield volunteers also counsel students suffering from academic and personal problems.

The First Federal Bank of Chicago has developed a Foreign Language Resource Center to tutor three hundred students for whom English is a second language. In addition, the students are taken to Chicago's cultural centers, which would otherwise be inaccessible to many of them.

Other businesses have been active in helping students stay in school. Benito Juarez High School in Chicago had an average absenteeism rate of nearly 20 percent during the 1980–81 school year. Illinois Bell organized a "call squad" of bilingual employees. With the help of the Board of Education's computer, the squad identified all absentees and called their homes before nine o'clock each morning to determine if their absences were legitimate, and to alert their parents if they were not. At the end of the 1981–82 school year, absenteeism had fallen to 13 percent.

In Atlanta, Rich's department store created an academy for one hundred dropouts and potential dropouts. The program—a part of the national Cities-in-Schools program—offers classes in the basic skills, and personal and job counseling. The school is located in an unused portion of their central-city store.

The Greater Baltimore Committee has a dropout prevention program called "Operation Rescue." Each week, employees from a number of companies go to high schools to talk with students who are on the verge of leaving. The same employee goes to a particular school every week. Relationships develop between the volunteers and the students, and, along with them, a sense of trust.

Other programs attack the dropout problem by working directly with families. Some companies sponsor special events to bring parents into the high schools. At the James Monroe High School Adult Skills Center in the Bronx, New York, parents study office techniques, computer programming, and English as a second language.

Enrichment for the Gifted

Businesses also can help gifted students, especially in science and mathematics, and the new technologies.

Shell Development, for example, sends high-level technical and computing staff to Houston's Jones High School Vanguard Program for the Gifted. When questioned about the program, a student remarked that the volunteers "stretch us beyond what the teacher can do."[6] Similar reactions have been reported at Houston's Engineering High School, which is visited weekly by a team of engineers. A graduate, when asked who had had the greatest influence on his career choice, cited the IBM volunteer with whom he had worked in class for one year. The Oak Forest Bank, also of Houston, gives awards to students who demonstrate outstanding leadership qualities. A few programs provide summer scholarships for promising students. Bell Laboratories and other businesses provide sponsoring scholarships for college-bound students in fields of study related to the industry.

Advanced math students from Southwest High School in St. Louis travel to Monsanto, where engineers provide instruction in Fortran computer programming. Under the same program, biology students visit environmental labs and chemistry classes tour research and development laboratories at Monsanto.

In the student reactions to the Southwest-Monsanto partnership, one can sense the power and potential of these collaborative efforts. When asked, "What do you think is the most important thing you gained from this program?" students responded in these terms:

> I met and learned from three successful black engineers. They were all young and attended different schools. They set an example for me that I can pattern myself after.[7]
>
> I thought it was great that all the employees depend on each other and work as a team.[8]
>
> Now I *really* know what an engineer does—they solve problems, know how chemicals are used in industry and how what we're learning is applied to everyday life.[9]
>
> I learned how chemistry, physics, biology and mathematics are interwoven on a practical level.[10]

Helping Teachers

Perhaps the most promising role for corporations is the renewal of the teacher. McDonnell-Douglas Corporation has opened its Employee Voluntary Improvement Program to the staff at nearby Central High School—at no charge. Under this program, high school administrators take management seminars and teachers take courses in computer science, algebra, and trigonometry. Moreover, the head of the business department at Central went through the McDonnell-Douglas Secretarial School and as a result made major changes in the curriculum to better prepare students for vocations.

Helping teachers can take a variety of forms. A particularly creative project involved the Robert Bosch Corporation of Charleston, South Carolina. For eight weeks during the summer of 1977, Bosch employed high school guidance counselors to build fuel injection pumps at a local plant. For many of the participants, it was their first taste of life in the blue-collar world.

Science teachers, especially those who deal with gifted students, are frequently singled out to participate in special workshops. Houston teachers of science get together with scientists from industry to discuss new developments in their fields. Teacher "clinics" have been conducted in other subject areas too. In Pittsburgh, Westinghouse sponsors seminars and workshops to improve the communication skills of teachers.

In Boston, the Bank of New England set aside $300,000 to be used to recognize and reward outstanding teachers over a five-year period. The bank issues nine Teacher Excellence Awards of $6,500 each year.

Pittsburgh's Allegheny Conference on Community Development awards mini-grants to one hundred innovative teachers for proposed projects. A committee composed of representatives from the mayor's office, the superintendent of schools, the Urban League, and various corporations distributes grants to teachers totaling about $10,000. These grants can range from $50 to $1,000. They have been awarded for such creative projects as a course combining the teaching of art and geometry (now part of the school's electives curriculum) and an illustrated booklet describing how art objects can be created from industrial throw-aways.

The possibilities are almost endless. The idea of the endowed chair, typically a university practice, also might be used as a way to reward excellence among public school teachers. A minimum endowment of $25,000 would provide a small annual bonus for one teacher over the course of his or her career or it could be rotated from teacher to teacher or school to school.[11] For the teacher awarded an endowed chair, the boost in prestige and morale would be at least as valuable as the bonus, and would help keep outstanding teachers in the school. The endowed chair program could be administered by the school district, with the teacher chosen by a districtwide committee composed primarily of teachers, but also including school administrators and PTA members.

We urge that businesses in all communities support excellence in teaching by providing teacher grants, fellowships, and special recommendations.

Connections to Work

Businesses can help students take the step from school to work.

Before the name Adopt-a-School came along, General Electric donated a $5 million plant for use by the Cleveland Board of Education. That facility, located in the heart of the high unemployment district, became the Woodland Job Center. Students at Woodland work on various assembly lines, and are paid for their work. Shop work is supplemented by a thorough sixteen-session orientation program presented by General Electric foremen. Many graduates of the program move on to jobs in General Electric's main plant.

Over ten years ago, in Louisville, Kentucky, General Electric established a close relationship with the public schools. Corporate officials met with students to discuss employment requirements, working conditions, and job expectations. The result: school and job options were better linked.

In another midwestern city, industry experts come to school to lecture in work-related programs. In an advanced chemistry laboratory, for example, students prepare the basic chemical component of aspirin. Research chemists from Mallinkrodt Chemical discuss with the students the differences and similarities between their own laboratory work and the commercial production of pharmaceuticals.

In Los Angeles, Atlantic Richfield employees volunteer at Manual Arts High School to help students learn about the new microcomputers purchased by the school. The company also arranges field trips to the ARCO Word Processing Data Center, and employees help students fill out sample job applications. In addition, ARCO personnel join over one hundred other local industry representatives in career days that are held in the Los Angeles area.

The Volunteers in Public Schools program in Houston, Texas, maintains a speakers' bureau of over a thousand speakers. A lecture concerning almost any business or industry can be arranged at the request of a teacher. And Southwestern Bell has "adopted" an entire Houston high school senior class. Every member of the class who so desires fills out a job application, participates in a mock job interview, and is critiqued by the "interviewer." This experience is tremendously useful in helping students prepare for work.

The Boston Compact is a nonbinding agreement between the Boston school system, the Chamber of Commerce, and nearly two hundred businesses in the region. The compact stipulates that entry-level work requirements be identified by industry and that high school students be prepared to meet those requirements. In return, businesses in the compact have committed themselves to give these students top consideration for employment.

American business has a high stake in helping students make the transition from school to work. Introducing students to employment possibilities is, we conclude, a primary obligation of industry and business. We recommend that business provide apprenticeship experiences, as well as part-time and summer jobs, to high school students, to assist them as they consider options for the future.

School Management and Leadership

Business and industry also can be administrators, particularly in aiding the principals in their capacity as both manager and leader.

As early as 1966, the Olin Winchester Group loaned management trouble shooters to New Haven schools for six months of consultation. That same year, Warren King and Associates evaluated the management of schools in Ohio and Oregon. Eighty firms participated. Teams of executives visited two hundred schools and made recommendations, resulting in savings of over $100,000 each year.[12] And several years ago, the city of Baltimore saved $700,000 in its school-bus operations through changes proposed by business consultants.

A critically important—but often overlooked—possibility is the need to help administrators improve and better utilize school facilities and equipment. While the nation clamors for better teaching in science and mathematics, teachers often do not even have the basic equipment they need to do the job. Even outstanding teachers cannot succeed under these conditions.

During our school visits we were shocked by the lack of adequate supplies. Here is what we heard from one high school science teacher:

> When I entered through the door of this classroom for the first time, I was as depressed as I was when getting on the plane to Vietnam. The doors on the cupboards and workbenches were torn off. The equipment was broken, and when I went to the back storage room for the chemicals it was even more depressing. . . . I have little money for equipment. The pulleys are broken. There are few experiments where all the necessary equipment works.[13]

Keeping the school in good repair and making it attractive are not only good management but also can contribute enormously to the morale of teachers and students. A major oil company carpeted an entire high school with carpeting originally earmarked for its recycling center. Volunteers from this same company spent an entire day painting murals at another school.

Further, services that many industries take for granted, such as printing, can be major stumbling blocks for overburdened school systems. Such services can be provided to schools at minimal expense to business, and with maximal benefit to the school. Illinois Bell prints and mails newsletters, grades reports, and bilingual handbooks to parents of Chicago high school students. Providing business-related materials to be used in existing courses of study costs business almost nothing, but can do a great deal in the way of supplementing textbooks.

We propose that business and industry help schools improve their physical plants and science laboratories. Specifically, a school facility and equipment program should be sponsored by a business, providing for modest repairs and beautification. It would also be appropriate for industries to conduct inventories of the science laboratories to help upgrade the equipment.

We have focused on the management side of school administration. Corporations also can help school principals move from being manager to being leader. Outstanding principals could be given sabbaticals or small discretionary funds to work with teachers on creative programs. The principals' seminars, proposed in Chapter 13, could be funded by corporate grants. Specifically, businesses with corporate campuses should donate the use of these instructional facilities for a week or two each year to the schools to be used as Academies for Principals. The faculty at these academies could include outstanding scholars in the liberal arts, specialists in teaching and consultants in school management as well. We also recommend that corporations periodically provide scholarships to cover the cost of the continuing education of principals at the schools in their area.

What lessons can be learned from the partnership between business and the public school? There has as yet been little formal evaluation of the educational impact of such collaboration. We do sense, however, that individual students, teachers, and school administrators have been helped. And in our review of several dozen school-business partnerships, four key principles emerged:

First, business should enrich the school program, not control it. Business can benefit from aiding education, but this alone should not be the motivation. Larger social purpose should be sensed, and the watchword should be learning, not training. The corporate connection must promote high-quality education, not move students onto a narrow vocational track. All students, regardless of the special experiences provided by business, should complete a core of common learning, and all off-campus experience should fit within an approved elective cluster.

Second, goals should be realistic. Collaborative programs should have concrete objectives, ones that are attainable within a finite period of time. Specific strategies are bound to reap greater rewards than plans for global reform that are beyond the reach of a single organization. There are 80,000 public schools in the United States. Business leaders, quite understandably, ask, "Where do we begin?" The answer: Begin at home. "What can we do for *this* school?" is a more appropriate question than "How can we save public education in America?"

Third, businesses and schools should do what each can do best. A clear division of labor should be established. Schools should not try to become workplaces that specialize in "hands-on" experience; nor should businesses try to become experts in academic studies. Indeed, some career-related courses now offered in the schools might shift to a business site, where students would have access to up-to-date equipment and teachers. Schools, in turn, would have more time to teach the core of common learning.

Fourth, the spirit of cooperation should be rooted in mutual respect. There has been a tendency for business leaders to ascribe the problems of the schools to the incompetence of educators and for educators to caricature business persons as concerned only with profits. Neither side is above reproach, neither side beneath the other. School leaders, as well as business leaders, have unique contributions to make, and there must be a willingness to listen to and learn from one another. The incentive of excellence in the schools should be sufficient to bring both groups into the service of an institution that needs both.

Cooperation between industry and the schools yields a special profit. The pay-off cannot always be clearly measured in dollars and cents, but the chance to work with young people who may soon be employees, to help to cultivate in them a sense of responsibility and an excitement of discovery, to enrich the teachers, to give the principals support while at the same time enlarging the corporate vision by working for the betterment of society—these are among the returns that some executives are already including on their company's balance sheets. Rance Crain, editor-in-chief of Crain's *Chicago Business,* a financial weekly whose employees teach journalism at Carl Schurz High School, said that "in this case, self-interest is, in fact, for the good of all."[14]

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POINT OF VIEW

ADOPT-A-SCHOOL:
Definitely Not Business as Usual

by Howard Ozmon

Beware of the involvement of the business community in the schools, warns Mr. Ozmon, and be sure that there are no strings attached.

Many are unfamiliar with the Adopt-a-School program, in which businesses "adopt" schools in order to provide volunteers,* sponsor programs (such as the glee club), provide equipment and materials (e.g., for sports), and provide expertise and direction for educational programs.

Everyone knows, of course, that business has always been interested and involved in education. I remember well the rulers that I was given in elementary school with the name of a local business emblazoned upon them, the baseball T-shirts advertising local shops, and the visitors who talked about toothpaste or the need to eat more apples. Add to these the conventions at which teachers and administrators receive free gifts from various companies seeking to sell their products; the journal and magazine ads for chairs, desks, paint, and equipment; and the films, cassettes, and filmstrips provided by corporations to schools, and you begin to see that this is no small operation. The total value is on the order of $1.35 billion a year.

What concerns me here is something new, however: the movement of business from merely providing funds to actually trying to influence the material taught, the way it is taught, and the evaluation of teachers and schools. This has come about, I believe, because businesses have perceived a vacuum in educational leadership, and they have been waiting on the sidelines for their chance to play in the big game. Now, in such cities as Oakland, Denver, Dallas, Philadelphia, Houston, Norfolk, and Richmond, they have their chance.

It is interesting to ponder why business has entered the education arena so eagerly at this time. I suggest two major reasons:

- U.S. business feels that it has been successful, and that the success and expertise of business should be used in the schools.
- Businesspeople feel that the schools have steadily deteriorated over the last 10 years and are no longer producing graduates who are assets to business. They see a more "business-like" approach to schooling as a remedy.

Both are myths, though they are widely held by business executives. Unfortunately, they are also held by school administrators, who are increasingly identifying themselves as businesspeople rather than as academics, and by school board members, who often *are* businesspeople.

The first rationale for the direct involvement of business in education is a myth because there are many indications that U.S. business, particularly in recent years, has been a flop. A lead article in the *Wall Street Journal* (5 January 1981) examined the problem repair people face in keeping up with the glut of defective products. Add the problems engendered by thalidomide, Proctor and Gamble's Rely tampons, the Dalkon Shield, the C-5 Galaxy, kepone, and the Love Canal episode, and much of the success of U.S. business begins to pall. Probably the myth of the success of business rests on its early history, when companies could exploit nature and brutalize workers with impunity, unhampered by moral and social responsibility. Today, however, consumer groups and federal agencies require some responsibility from business, and this has put limits on unrestricted rapacity and greed.

The second myth is even more dangerous. Not only does it disserve many dedicated and hard-working teachers who are up against a social rather than an educational dilemma, but also it encourages us to see students as products to be turned out on an ever-moving assembly line. Teachers are to be judged on how much *measurable* improvement their students achieve. Since business has not traditionally been concerned with such intangibles as truth, justice, and humanism, why should schools? After all, the real test, many businesspeople say, is how well the student later does on the job.

Recently I obtained materials from various Adopt-a-School programs around the U.S. The list of adopting corporations reads like a Who's Who of business. It includes such companies as Ford, Chevron USA, Carnation, Del Monte, Bell Telephone, Xerox, Sears, Shell Oil, I.B.M., General Electric, Levi Strauss, General Motors, McDonald's, J.C. Penney, Clorox, Dr. Pepper, Burger King, Kaiser Aluminum and Chemical Corporation, Adolph Coors, Universal Leaf Tobacco, and many more companies, large and small. In California, the Bank of America donated more than $1 million to the public schools in that state. Religious and civic organizations also adopt schools, but the contributors of the largest sums are the large corporations. We are talking about big bucks, and there is little wonder that so many school administrators have jumped on the bandwagon. These big bucks are tax deductible (so the public really pays them), and I cannot help being concerned about the possibility of corruption of the school officials who are administering funds for corporations bent on improving their image, vis-à-vis their competitors, by capturing the growing market of school-age consumers. I can almost see school administrators on junkets to exotic places.

At this point I should provide some evidence that companies actually *do* seek to influence and direct school activities.

A Dallas bulletin, titled "The Business Company and the Public Schools," a slick public relations document, states, "In Dallas, educators no longer act alone to educate our city's children." It then discusses the expertise that business and other organizations can offer the schools. Expertise in what? Well, they can offer such things as management studies, advisory committees, and specific recommendations for programs. The bulletin goes

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*Actually, these "volunteers" are paid employees with expense accounts.

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on to discuss the need for more teacher accountability. More than 274 companies in Dallas have adopted schools. The program in this city includes job placement services; businesspeople serving on task forces and advisory committees; and the provision of pamphlets, speakers, and classroom demonstrations.

Although those involved with the San Francisco Education Fund claim it is not an Adopt-a-School program, it is similar (businesses donate money to projects rather than to schools). The Education Fund screens and develops program proposals, allocates funds selectively, and assumes fiscal and evaluative responsibility for programs.

In Oakland businesspeople are encouraged to adopt a school "to share in the responsibility of education for students of Oakland." The program provides inservice education for staff development. Levels of involvement range from corporate contributions to total sponsorship and initiation of programs.

In Denver the business community will assist in a "school needs assessment," and a business coordinator for each school is to be elected from the business community. The Denver Public Schools' *Adopt-a-School Update* reports on students visiting the King Soopers Bakery and being given King Soopers hats to wear. Pepsi-Cola sponsored an event at which students were given prizes and free (you guessed it) Pepsi-Cola. Other students toured the United Bank of Denver and the Samsonite assembly plant.

In Philadelphia the program is called the Corporate Contributors to Urban Education. A brochure points out that businesses have a long history of involvement with the Philadelphia public schools but that they have in the past dealt mostly with vocational and distributive education programs. Now, however, business is entering a phase of even greater involvement. This includes career guidance and tutoring at various business locations. Volunteers will also take part in teacher training and curriculum development.

In Norfolk, Virginia, 58 schools have been adopted by local businesses, despite the fact that a recent survey indicated that businesspeople were very critical of the Norfolk public schools. Their *Adopt-a-School Bulletin* maintains that the program is *not* a funding source for school activities, nor a pseudo-administrative group. Each business is to form a team to "define the school's strong points, weak points, its needs, and problems." Each team is to exchange plans, objectives, successes, and failures with other Adopt-a-School teams. What kinds of problems could the teams attack? Discipline, vandalism, student attendance, Parent/Teacher Association attendance, and promotion of business discounts to students in the adopted school.

In Houston the program goes by the name of the Business/School Partnership Program and is heralded as an adaptation and expansion of the Adopt-a-School program. Houston businesses provide schools with professional and technical magazines, books, and field trips. This program is strongly supported by the Houston Chamber of Commerce, and teachers are encouraged to provide business volunteers with information about students so that they can help students effectively. Teachers are to recognize the business volunteers as part of the school team. Material provided by the Houston schools claims that this program provides "the opportunity to educate students on the meaning and values of the free enterprise system" as well as "the opportunity to create programs for the purpose of recruiting and developing future employees."

In Richmond, Virginia, one of the newest Adopt-a-School programs was launched with little involvement from the community or from faculty and students of the schools involved. The program deals primarily with career counseling, advice to student publications, and tutoring. However, the adopting company might also assist the faculty in continuing their education. Some criticism was voiced by concerned citizens, educators, and child advocates, but the *Richmond Times-Dispatch* praised the superintendent for "participating in the creation of better-prepared citizens and consumers."

One thought-provoking comment from the promotional material developed by the Richmond public schools suggests that "it might be illegal, or at least unfair, for the school system to exclude *any* group from adopting a school, including political parties, right- and left-wing groups, and even *churches*." Could the Socialist party adopt a school? Could the Ku Klux Klan? According to this statement, possibly so. Another problem surfaced in Richmond when a professor who was critical of the Adopt-a-School program was advised by his colleagues that his opposition might impair lucrative consulting services between the city school system and the university.

Readers might take the tenor of this article to be that business should keep its corporate hands off of U.S. education. Not so. I think that business can and should play a part in education. But this part must be carefully circumscribed and closely monitored in ways not common to most existing programs. Evaluation of the programs must be conducted by those outside the business sector. The donation of money to schools for programs, equipment, and even advertising — within certain limits — might also be allowed. But the role of business in developing and directing the philosophy and curriculum of a school must be no greater than that accorded to other community groups.

U.S. business, given the performance of firms such as Chrysler and the loss of much of the overseas market, would do well to clean up its own act before moving so aggressively into education. Perhaps, if business leaves the schools free to innovate, they might even develop some ideas to improve the performance of U.S. business. ☐

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PARTNERSHIPS BETWEEN CORPORATIONS AND SCHOOLS

BY
PAUL E. BARTON
FALL 1983

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EXECUTIVE SUMMARY

PURPOSE

THIS PAPER PROVIDES AN OVERVIEW OF PARTNERSHIPS BETWEEN CORPORATIONS AND SCHOOLS IN THE UNITED STATES. IT DISCUSSES THE DIFFERENT TYPES OF PARTNERSHIPS, THEIR PURPOSES, WHO PROVIDES LEADERSHIP, WHAT EACH OF THE PARTIES GET FROM THEM, AND PROVIDES EXAMPLES OF EACH PARTNERSHIP TYPE AS WELL AS REFERENCES FOR MORE INTENSIVE STUDY. PARTNERSHIPS ARE IDENTIFIED IN NINE AREAS (FOUR-YEAR COLLEGES AND UNIVERSITIES ARE NOT INCLUDED).

1. THE HELPING HAND

FOR A GREAT MANY YEARS BUSINESS PEOPLE WERE PARTICIPANTS IN THE PUBLIC EDUCATION ENTERPRISE, AND GENERALLY BELIEVED THAT PUBLIC EDUCATION SERVED BUSINESS WELL. THE TURMOIL CENTERING ON PUBLIC EDUCATION, BEGINNING IN THE 1960s, MADE PUBLIC EDUCATION CONTROVERSIAL, PARTICIPATION MORE RISKY FOR CORPORATIONS, AND A LESS REWARDING ACTIVITY FOR THEIR EMPLOYEES. SO THERE WAS A PERIOD OF LESSENED INTEREST AND INVOLVEMENT. IN RECENT YEARS THE TREND HAS BEGUN TO SHIFT BACK AS MORE EMPLOYERS RECOGNIZE THE IMPORTANCE TO BUSINESS AND SOCIETY OF BETTER QUALITY SCHOOLING. MORE EMPLOYERS HAVE EXTENDED A "HELPING HAND" IN THE FORM OF THE ADOPT-A-SCHOOL MOVEMENT, MANAGEMENT ADVICE, AND JOINT FUNDS IN AID OF PUBLIC EDUCATION.

2. COLLABORATIVE COUNCILS

A NEW FORM OF PARTNERSHIP ARRIVED ON THE SCENE IN THE MID-1970s, WITH SOME EARLY FORMS DATING FROM THE 1960s AND EARLIER. THESE ARE

KNOWN GENERICALLY AS COLLABORATIVE COUNCILS AND APPEAR AT THE LOCAL LEVEL UNDER MANY NAMES, OF WHICH EDUCATION-WORK COUNCIL AND INDUSTRY-EDUCATION-LABOR COUNCIL ARE THE MOST FREQUENT. THESE COUNCILS ARE PRIVATE SECTOR EFFORTS COMPOSED PREDOMINANTLY OF EMPLOYER, EDUCATION, AND UNION REPRESENTATIVES, BUT ALSO INCLUDING VOLUNTARY SERVICE ORGANIZATIONS AND LOCAL GOVERNMENT. THEY PROVIDE A PROCESS OF COLLABORATION THAT HAS RESULTED IN HUNDREDS OF INDIVIDUAL PROJECTS AND PROGRAMS.

3. TRANSITIONS TO WORK

THERE IS A COLLECTION OF NATIONAL, LOCAL, AND INDIVIDUAL EMPLOYER PROGRAMS THAT INVOLVE EASING THE TRANSITION FROM SCHOOL TO WORK, OR FROM "DROPOUT" STATUS TO WORK. THEY DIFFER CONSIDERABLY, AND ARE AMONG THE MORE PUBLICIZED PARTNERSHIP EFFORTS. THESE ARE JOINT PROGRAMS TO HELP YOUTH MOVE FROM SCHOOL TO JOBS, OR TO GET BRUSH-UP JOB SKILLS, OR GET JOB SEARCH INSTRUCTION, OR WORK EXPERIENCE, OR COUNSELING, OR ALL OF THESE COMBINED. MOST, BUT NOT ALL, ARE CONCENTRATED ON MINORITIES AND THE DISADVANTAGED. IT IS IN SUCH PROGRAMS WHERE WE HAVE SEEN THE MOST MOMENTUM DURING THE LAST DECADE, WITH THE POSSIBLE EXCEPTION OF THE ADOPT-A-SCHOOL EFFORTS, WHICH OFTEN HAVE SIMILAR OBJECTIVES.

4. COOPERATIVE EDUCATION

COOPERATIVE EDUCATION IS TRULY A JOINT UNDERTAKING BETWEEN EMPLOYERS AND SCHOOLS IN WHICH THE EMPLOYER PROVIDES PAID OPPORTUNITIES FOR ON-THE-JOB LEARNING AND THE SCHOOL PROVIDES THE CLASSROOM INSTRUCTION. ITS ROOTS ARE EARLY IN THIS CENTURY IN HIGHER EDUCATION;

DAYTON, OHIO ESTABLISHED A HIGH SCHOOL ON THIS BASIS IN 1914 (STILL OPERATING). COOPERATIVE EDUCATION OFFERS MANY ADVANTAGES INCLUDING EMPLOYER-SCHOOL COOPERATION, A MARKET TEST FOR OCCUPATIONAL TRAINING, EXPERIENCE THAT LEADS TO PLACEMENT AFTER GRADUATION, AND TRAINING ON STATE-OF-THE-ART EQUIPMENT. DESPITE THESE ADVANTAGES IT REPRESENTS ONLY A SMALL FRACTION OF SECONDARY VOCATIONAL EDUCATION, BUT THIS FORM OF PARTNERSHIP IS GROWING RAPIDLY IN COMMUNITY COLLEGES.

5. VOCATIONAL EDUCATION

BECAUSE OF ITS SIZE, VOCATIONAL EDUCATION HAS THE MOST EXTENSIVE INVOLVEMENT WITH EMPLOYERS OF ANY SECTOR OF PUBLIC EDUCATION, ALTHOUGH THE DEPTH OF THAT PARTICIPATION IS UNEVEN. THE MOST PREVALENT FORM OF PARTICIPATION IS THROUGH THE 30,000 TO 40,000 EMPLOYER ADVISORY COMMITTEES TO VOCATIONAL EDUCATION AT THE NATIONAL, STATE AND LOCAL LEVELS. IN RECENT YEARS NEW KINDS OF PARTNERSHIPS HAVE BEEN ESTABLISHED IN THE AREAS OF EQUIPMENT DONATION, JOINT DEVELOPMENT OF CURRICULUM, OCCUPATIONAL INFORMATION, AND ON-SITE WORK AND LEARNING EXPERIENCES. WHILE MOST OBSERVERS AGREE THAT EMPLOYER INVOLVEMENT IS TOO LIMITED, THERE IS A GROWING NUMBER OF EXAMPLES OF GOOD PARTNERSHIPS FOR EMULATION. THE AMERICAN VOCATIONAL ASSOCIATION HAS RECENTLY ASSIGNED HIGH PRIORITY TO ENCOURAGING COLLABORATION WITH INDUSTRY, AS HAS THE U.S. DEPARTMENT OF EDUCATION.

6. EXPERIENCE-BASED CAREER EDUCATION

EXPERIENCE-BASED CAREER EDUCATION (EBCE) IS AN INNOVATION IN LINKING THE WORKPLACE AND THE SCHOOL THAT DATES BACK TO THE EARLY 1970s.

ITS DEVELOPMENT WAS CARRIED OUT BY FOUR OF THE REGIONAL EDUCATION LABORATORIES, FUNDED BY THE FEDERAL GOVERNMENT. BEFORE BEING IMPLEMENTED AT THE LOCAL LEVEL, EBCE WAS CAREFULLY EVALUATED, AND FOUND TO BE MEETING THE OBJECTIVES SET FOR IT. WITH TECHNICAL ASSISTANCE PROVICED BY THE NATIONAL INSTITUTE OF EDUCATION, THE MODEL HAS BEEN INSTALLED IN ABOUT 150 SCHOOL DISTRICTS. EBCE STRESSES THE ACQUISITION OF LIFE SKILLS, ACHIEVEMENT OF A SET OF SPECIFIC COMPETENCIES, PROFICIENCY IN THE BASIC SKILLS OF READING, MATHEMATICS, AND COMMUNICATIONS, AND SUBSTANTIAL TIME AT WORK SITES (PRIVATE EMPLOYERS AND OTHER COMMUNITY ORGANIZATIONS) FOR CAREER EXPLORATION AND EXPERIENCE-BASED LEARNING.

7. PARTNERSHIPS FOR ECONOMIC DEVELOPMENT

IN A GROWING NUMBER OF STATES AND LOCALITIES, JOB TRAINING AND OCCUPATIONAL EDUCATION IS OFFERED TO ATTRACT NEW INDUSTRY OR EXPAND EXISTING ONES. STUDIES OF THE FACTORS EMPLOYERS EMPHASIZE IN DECIDING PLANT LOCATION AND EXPERIENCE WITH EXISTING TRAINING/EDUCATION PROGRAMS CONFIRM THAT EDUCATION AND TRAINING PROMOTE ECONOMIC DEVELOPMENT. THE THREE BASIC MODELS ARE (1) STATE EFFORTS THAT ARE CONCENTRATED IN A SINGLE AGENCY WHICH COORDINATES ALL OTHER EFFORTS; (2) FUNCTIONS SHARED AMONG STATE AGENCIES WITH VOCATIONAL EDUCATION HAVING THE LEAD IN TRAINING; AND (3) CITIES, COUNTIES, AND COMMUNITIES THAT USE FEDERAL AND LOCAL RESOURCES TO CARRY OUT THEIR OWN PROGRAMS. TRAINING IS USUALLY OFFERED AT NO COST TO THE EMPLOYER, AND EMPLOYERS PLAY KEY ROLES IN IDENTIFYING THE TRAINING, AND FREQUENTLY IN CARRYING IT OUT.

8. CONTRACTING OUT BY EDUCATION

AT A TIME WHEN EDUCATION INSTITUTIONS ARE LOOKING WITH ENVY AT THE LARGE AMOUNTS OF MONEY EMPLOYERS SPEND FOR INTERNAL TRAINING AND EDUCATION, AND WOULD LIKE TO SEE MORE OF THAT TRAINING PROVIDED BY THE SCHOOLS, THERE IS EMERGING A NEW PRACTICE COUNTER TO THIS OBJECTIVE. A SMALL BUT GROWING NUMBER OF COMMUNITY COLLEGES ARE CONTRACTING OUT THEIR OCCUPATIONAL TRAINING TO INDUSTRY. THIS PRACTICE HAS DEVELOPED SINCE THE MID-1970s. THE TWO LEADING EXAMPLES CONTRACT OUT ALL THEIR TRAINING TO INDUSTRY AND PROVIDE SUPPLEMENTARY INSTRUCTION IN THE CLASSROOM. IN ONE OF THESE SCHOOLS, THE CLASSROOM TRAINING IS ALSO CONTRACTED TO OTHER SCHOOLS, SO AS TO AVOID DUPLICATION OF FACILITIES. A HALF DOZEN OTHER COMMUNITY COLLEGES ARE IN DIFFERENT STAGES OF IMPLEMENTING THIS MODEL, AT LEAST ON A MODIFIED BASIS. THESE SCHOOLS ARE CONTRACTING OUT IN SITUATIONS WHERE THERE ARE ONLY A FEW JOB OPENINGS AND IT WOULD NOT BE PRACTICAL TO ESTABLISH A SEPARATE COURSE ON THE CAMPUS. THESE CONTRACTING-OUT COLLEGES EMPHASIZE THE ADVANTAGES TO THE STUDENTS OF BEING TRAINED AT THE PLACE OF EMPLOYMENT, THE HIGH PLACEMENT RATES OBTAINED FROM SUCH PROGRAMS, AND ADVANTAGES OF INTER-RELATING EXPERIENCE AND CLASSROOM INSTRUCTION.

9. INDUSTRY CONTRACTING WITH EDUCATION

WHILE IT IS ESTIMATED THAT SOMEWHERE FROM $30 TO $40 BILLION IS SPENT BY INDUSTRY ON INTERNAL TRAINING AND EDUCATION, THERE IS A SUBSTANTIAL NUMBER OF EXAMPLES OF INDUSTRY CONTRACTING WITH SCHOOLS TO MEET INTERNAL TRAINING NEEDS. THIS IS A PRACTICE THAT A GREAT MANY SCHOOLS WOULD LIKE TO SEE ENLARGED, PARTICULARLY AS THEY FACE BUDGET

CUTS FROM DECLINING YOUTH ENROLLMENTS AND CUTS IN GOVERNMENT SUPPORT AT ALL LEVELS. FROM PRACTICES EXAMINED HERE, IT LOOKS AS IF NEW BUSINESS FROM INDUSTRY IS NOT LIKELY TO FALL IN THE LAPS OF SCHOOLS WITHOUT SUBSTANTIAL EFFORTS TO OBTAIN IT. THE PRACTICES THAT HAVE BEEN EXAMINED HAVE ONE THING IN COMMON: ALL THE SCHOOLS SET UP SPECIAL PROGRAMS AND OFFICES, TREAT THEM AS BUSINESSES, AND GO OUT TO CONVINCE INDUSTRY THAT THEY COULD DO THE TRAINING MORE CHEAPLY OR BETTER, OR BOTH. TYPICALLY, THE SCHOOL PUTS UP MONEY OUT OF GENERAL FUNDS, EXPECTING IT TO BE PAID BACK, AND EXPECTING TO EARN A PROFIT FOR THE SCHOOL. WHILE SOME PROGRAMS ARE VERY NEW, THE GENERAL EXPERIENCE IS THAT THESE EXPECTATIONS ARE IN FACT USUALLY MET.

(EDITOR'S NOTE: THE AUTHOR'S SUMMARY OF CHAPTER 10 HAS BEEN OMITTED FROM THE INTRODUCTION. THE ENTIRE CHAPTER 10, "SOME OBSERVATIONS" FOLLOWS.)

10. SOME OBSERVATIONS

There are no simple generalizations that can be made from this survey of experience. It is obvious that there is very considerable collaboration occurring between corporations and schools, in a landscape that is uneven, and with a great many bare spots. There is, out there, a lot of experience to weigh, and for those interested in doing so, to build on.

A lot of what catches the eye seems to be a product of the last decade or so, with the exception of the long history of vocational education advisory councils and the longstanding involvement, until the 1960s, of business people in the affairs of the public schools. Not only is there more partnership effort, there is, very recently, a lot more written about partnerships. It is not always easy to separate the real trends from the upswing in the column inches written by researchers, evaluators, and reporters.

A reading of this survey highlights one central fact about the underlying sources common to partnership efforts: there are seeming contradictions of a substantial nature. How do you generalize about school partnerships with industry that are of three types: joint arrangements where industry pays schools for training and education services, arrangements where schools pay industry for such services, and arrangements where schools give away training to lure industry into states and localities? And how do you square the predominant opinion being voiced by industry representatives that "all we want the schools to do is teach the basics; we will do the training," when 300,000 to 400,000 business people take the time to serve on the advisory committees of vocational programs that are teaching specific job skills? And when a substantial number of firms are donating equipment and instruction to schools so that those schools will do the training the companies need?

The explanation lies in our diversity, and the decentralization of both production and education decisions. Any employer and any school can enter into a cooperative arrangement. Employers have different needs at different times and in different places. Schools respond to the conditions they find themselves in and develop quite different perspectives on the best way to go about the education enterprise. We are a vast country, and we are both used to, and comfortable with, diversity. We have a rich experience to draw on.

It is clear that, diversity or not, more corporations and schools are finding that mutual needs are being served by collaborative arrangements of many kinds. A less comforting conclusion from this survey is that we are not yet very good at collecting the facts about this experience and arranging them in such a way that they can be helpful to people who are shopping for ways to join forces. It is not clear either that any single evaluation or clearinghouse system could usefully span the whole of corporation-school relationships. But if we are to find ways of serving the needs of those who are seeking, and drawing out latent forces that will expand these relationships, we have to find better ways than we now have of providing reliable information.

Then there are the deeper questions that go to such matters as the proper nature and scope of the education enterprise, and the proper role of private enterprise in (1) aiding school systems and (2) trying to shape education to meet particular employer needs. This paper is only a small effort that describes experience as it is unfolding. Such deeper questions will be examined by many in light of practical experience with what seems to be happening and what the parties obtain from it. Others will start from philosophical premises and theories about educational policy and corporate vitality. Between the two, some balance will be struck.

There are, however, some important questions that can be discussed at this point: (1) how does leadership emerge, (2) who gets what from these partnerships, and (3) what succeeds and what fails? I will make a few observations about each of these questions, limited by the nature of this survey and the general absence of in-depth case studies, but supplemented by what I have learned from talking with people from business and education over many years.

Leadership and Motivations

In the adopt-a-school "movement," the predominant mode of getting started is that a business approaches a school, although there are instances where the leadership comes from a school system that approaches a corporation. The motivations of employers are several, and Michael Timpane is the only person I am aware of who has talked to a lot of employers about their reasons for initiating these efforts. He finds that the most basic reason springs from corporations' historic interest

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[41] Timpane, op cit. (Michael Timpane, Corporations and Public Education in the Cities, a report prepared for the Carnegie Corporation of New York, 1982.)

in "education as the fundamental continuing social enterprise developing skilled and productive citizens.[41] Corporations view education as vital because "these citizens contribute to business as workers, consumers, and supporters of a democratic free enterprise system." Out of this general motivation arises a more specific focus of promoting "free enterprise education," "economic education," and efforts that bring about greater equality of educational opportunity. Also important to employers are the conditions in inner cities that threaten stability and the perceived general deterioration in education achievement that undermines the quality of the young labor force from which they will have to draw their workers.

Yet, despite these motivations, and the articulation of them by many people in business, the corporate interest in public education and special efforts to help are not particularly deep or even widespread. Only a fraction of corporate giving to education goes to elementary and secondary education. Timpane's conclusion is that "except for occasional appearances by chief executive officers and other senior executive at the beginning (of the program) or at special events--usually in the company of a few other CEOs--their involvement is rare." He acknowledges that there are notable exceptions. Leadership is left to middle-level executives, and sometimes to the public affairs office, where few risks will be taken and where the corporate image is a principal consideration. I find it hard to judge the corporate role as it is evolving against any sure standard; after all it can be argued that public education is appropriately paid for by the public, and too much corporate involvement would be looked upon either as interference or as an attempt to skew public education toward specific corporate goals, and away from the mission of education of preparing young people for a full life. The new policy study underway by the Committee for Economic Development may shed some light on the appropriate corporate role in education, and give direction to corporate leadership in this important matter.

The most comprehensive and ambitious efforts at creating partnerships are the 150 or so collaborative councils, which involve not only business and education, but also labor, local government, and service organizations. These have been subjected to considerable study by Gerard Gold in his work at the National Institute for Work and Learning. The first era of collaborative councils, in which only a few were started, came out of the historic interest of corporations in economic education. A good example of these councils is the first one established in Youngstown, Ohio in 1947, which had the following mission:

> . . . to make clear to the public, and to employees of industry and business, how everyone in the . . . area makes his living--and, in the process, to point out that prosperity comes only from the continuous production of goods and services wanted all over the world. The people in the . . . area--especially the younger people--are also helped to recognize the job opportunities right here at home. Widespread misconceptions about industrial ownership and profits are corrected.[42]

The next group of collaborative councils were formed in the 1960s and received their impetus from the urban civil rights movement and the urban riots. Gold reports that "the broad aim of these councils has been to work with minority neighborhood organizations to improve those neighborhoods through social and economic action, in which education, training, and work experience have been important factors." The earliest of these was New Detroit, formed in 1967. The largest wave of such councils came in the mid-1970s, and while they incorporated elements of the first two waves, they added a new dimension to their concerns. The new councils were responding to a growing national concern for youth unemployment, career awareness, and the institutional barriers affecting the transitions of all youth from school to work. An example of these new concerns is found in the stated purpose of the Work-Education Council of Southeastern Michigan, formed in 1977:

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[42] Industrial Information Institute, Inc., A Four-County Center For Economic Education Through Industry-Schools Corporation, Pamphlet, Youngstown, Ohio (cited in Gold, op cit.). (Gerard Gold, Industry-Education-Labor Collaboration: A Directory of Collaborative Councils, National Insitute for Work and Learning, Washington, D.C., 1981.)

> to bring together representatives from education, business, industry, government and labor to serve as an effective force in the development and implementation of programs which will serve to facilitate the transition of our youth from school to the world of work.[43]

As for leadership in the establishment of councils, business and education organizations clearly are dominant, with the initial effort sometimes coming from business and sometimes from education. This shared leadership dominates in just over half of the councils. Leadership is broad based in one-fifth, meaning that it is shared by three or more sectors with no one sector dominant. A combination of education and local government dominate in just under a fifth. In 7 percent, business primarily dominates, and education alone dominates in only 2 percent.

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[43] Work-Education Council of Southeastern Michigan, Restated Articles of Incorporation, filed February 23, 1977 (cited in Gold, op cit.).

Vocational education started out as a collaborative venture among the National Association of Manufacturers, the AFL-CIO, and reform-minded educators. They combined forces to get the Smith Hughes Act passed in 1917. As pointed out earlier, the principal business role has been exercised through the continuously growing number of advisory committees. Vocational education has received considerable criticism for not involving employers sufficiently. The American Vocational Association is now emphasizing increased involvement of business, and the legislation just submitted by AVA to the Congress attempts to give greater voice to industry in shaping vocational education. A recent AVA publication states: "The AVA draft bill hammers away at the importance of involving business and industry in vocational technical education to make certain that the programs meet the needs of the employers. Yet an emphasis on the interests of individuals is retained."[44] Vocational education is a vast enterprise, and employer involvement is along a continuum from practically none to very substantial; a single generalization is not possible. Yet, I would venture the observation that business has not asserted itself in any consistent fashion to demand a greater voice in decisions, although there is substantial business criticisms of vocational education (as well as substantial support in state and federal legislatures).

Cooperative education is within vocational education, but incorporates business in the educational enterprise. While the schools must take the initiative in getting employer agreement and participation, the fact that half a million secondary students are enrolled, and the fact that this form of vocational education is growing at the community college level, is testimony to the ability of cooperative education to involve employers in a joint education enterprise.

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[44] Update: The Newspaper for Vocational Educators. Summer 1983.

Experience-Based Career Education is a new form of partnership that appeared on the scene in the 1970s, with the initial leadership coming from the federal government, and with continued technical assistance, encouragement, and evaluation provided by the National Institute of Education. At the local level, it falls to the schools adopting this model to secure employer involvement, and this has now occurred in about 150 school districts.

The motivation for the ties between education/training and economic development has its strength in state and local government efforts to attract industry or expand existing industries. The economic development agency or the vocational education agency takes the lead. In partnerships where industry contracts with education for services, the initiative (in the models I have reviewed) comes from the entrepreneurial efforts of the community colleges. The same holds true in those colleges where the training is contracted out to industry.

I have discussed a now familiar set of partnerships under the heading "Transitions to Work" that mainly deal with getting minorities and the disadvantaged ready for, and into, the labor market. In these efforts there has been considerable initiative on the part of employers, and the motivations have been to help with the enormous problem the nation confronts in high youth unemployment, and to help young people obtain the basic skills they need to succeed in the employment world. There is now an extensive literature available on these efforts, and the paper being written by Richard Lacey for the National Commission for Employment Policy goes deeper into the functioning of such partnerships.

What the Partners Get

Partnerships, almost by definition, must be providing some benefit to both parties. I have described a great many kinds of partnerships, and the benefits vary with each type. They also vary as to who is the most active partner, and who takes the most responsibility. Even in partnerships of the same type, the parties may perceive their benefits differently. An employer who adopts-a-school may be aiming to identify the company as being a good citizen in the community. Another may have a deep concern about declines in academic standards, and expects that by helping to raise those standards, the company will benefit at the hiring office. Still another may see an opportunity to shape students--through donations of word processing equipment or help with curriculum, for example--to meet a specific labor shortage. It would be a considerable research project, and one perhaps worth doing, to identify--through in-depth interviews--what the parties expect to get from partnerships, and what kinds of benefits would encourage more of them to enter into partnerships.

There is a more complex set of questions that will be raised by those thoughtful about the role of education and the appropriate use of corporate resources in support of public ventures. Some will ask about the benefits and costs to the public interest as a whole if corporations and schools become badly entangled. Others will ask whether stockholders are fairly treated when corporations spend their profits on the schools.

My brief survey, and the materials available to me, do not permit definitive answers to the question, "what is the bottom line?" But I will offer some possibilities, or hypotheses that might be tested. Some I am sure of, but in many cases I am speculating. Payoffs to corporations may encompass the following:

- better understanding by young people of how the economy works and more appreciation for the private enterprise system
- a better educated workforce in general
- an improved image for the corporation
- more social stability in the neighborhoods where corporations produce or sell
- better informed consumers, and better informed voters
- lower costs when locating in a state that provides free training to attract business
- training in vocational education schools that more nearly matches what employers need
- training in vocational schools that have equipment similar to what employers use
- employee satisfaction from working for a company that does good things for communities
- bottom line results in terms of productivity and product quality resulting from education and training improvements
- a population more literate in technology and computers, and more interested in using the products of a high tech economy

And what might schools be getting out of partnerships?

- a broadened base for the support of an education system that is increasingly blamed for shortcomings in students
- greater recognition of schools and what they contribute to business and the economy
- financial resources at a time when they are in short supply
- business people to come into the schools and help educate students about careers and job opportunities
- access to expensive "state-of-the-art" equipment
- support for appropriations before legislatures, and backing in school bond drives
- help on management problems
- use of employer facilities and personnel for student instruction
- experience for their students in schools that place priority on the role of experience in learning
- access to employers to place their students when they graduate
- alternatives for imparting basic skills to students who are hard to teach in traditional settings
- training provided by businesses through contracts when job openings do not warrant establishing regular occupational courses
- graduates who have a better understanding of how the economy works

This list is probably imcomplete, but it might provide a starting point for additional study of the benefits of partnerships.

What Succeeds and What Fails

This brief survey does not provide a sufficient basis for good answers to this very important question. To answer it requires the tracking of partnerships for sufficient periods of time to find out what the dynamics are. Partnerships are being started all the time; they are also dying all the time. Often they stop when a specific objective has been reached. Or they stop when a key individual leaves a firm or leaves a school system. Collaborative councils sometimes take root in a community and are sustained for decades. Others operate for a while and falter when the initial funding from government or a foundation comes to an end. Communities differ greatly in their cohesiveness because of their different histories and cultures.

It would be possible to provide some logical sounding reasons for continued success. One can make pronouncements such as "a partnership effort must have the sustained support of the Chief Executive Officer." But in the absence of careful study and tracking, such pronouncements might not only be less than useful, they might be absolutely wrong. The matter of success and failure is not raised here because it can be addressed based on this survey. It is raised instead because it is important to know more about. The best approach would be to track a variety of new partnerships on a longitudinal basis and study their dynamics in order to identify critical elements to success and failure. The second best approach would be retrospective case studies. One set of partnerships that have shown endurance, and where the parties to them believe they meet their needs, would be identified. Another set of partnerships that faltered would be identified. These two sets would be subjected to intensive case study, and the causes of success and failure isolated. This second approach would be quicker and less costly, but it depends on the ability to reconstruct events that have already happened.

Recommendations

This paper only scratches the surface of what is a very important subject. It is my hope that it will suggest additional work, and while I have already made several suggestions, I will summarize briefly what these future directions might be:

1. The adopt-a-school "movement" is in progress. Yet there is no storehouse of information about what is going on, and no way for employers and schools to get reliable information about specific experiences that would help them fashion efforts that meet their particular needs and objectives. Better information needs to be collected and made available.

2. Collaborative councils are also a growing phenomenon, but there has been only one intensive study carried out by the National Institute for Work and Learning in 1980 and 1981. What this movement needs is a regular system of networking so that councils can learn from each other.

3. If there are to be growing alliances between schools and corporations, then we need to know how these alliances are changing education, and whether all that is done is in the broader interests of education and the public interest.

4. We need firm information about the real advantages that accrue to both corporations and schools, so that others can judge whether to move in this direction.

5. We need either longitudinal or retrospective studies of what factors contribute to the success or failure of partnerships, so others are not doomed to make the same mistakes, and can enter partnerships with sufficient information to make them work.

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SCHOOLS, BUSINESSES, AND EDUCATIONAL NEEDS

From Cooperation to Collaboration

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The difficult conditions of the 1980s may have the benign effect of producing a more productive and cost-effective collaboration between public schools and private enterprise than has occurred in the past. Local public schools are already adjusting to rising costs, declining enrollments, and shrinking tax revenues. They are making these adjustments in the face of ubiquitous publicity about declining student achievement and low public confidence. At the same time, the federal government is also attempting to adjust its role in public policy areas. The argument is that the federal presence in domestic affairs has become excessive, a burden rather than a support, and has stifled the natural mechanisms by which private enterprise, individual initiative, local communities, and free markets function to satisfy needs and adjust to changing conditions.

The implication of this argument is that the federal government should not be the place to which public schools, or any other public social agency, look for assistance. The challenge is being returned to local communities and local initiative to find ways to meet the domestic needs of the 1980s. However, it would probably be a mistake for local public

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schools to simply presume local business will fill in the gap created by rising educational expenditures and falling revenues. Business is not likely to respond philanthropically to community needs because they have their own problems in the form of rising costs, declining rates of productivity and growth, high interest rates, and the need to update aging facilities and equipment.

In the present decade, it would make sense for hard-pressed organizations, agencies, and firms in a community to take a closer look at how the goals and programs of different organizations are related. It may be that long-accepted distinctions in organizational purposes and services may now hide duplications and commonalities which can no longer be afforded. Business leaders and public schools officials have been eyeing each other across the fence for a long time because, as most people believe, there is an interaction effect whereby success in school influences success in the labor market. In the 1980s, these two neighbors may not want to continue to pay the cost of keeping separate their respective halves of the education/work relationship.

What are the possibilities of greater involvement of business in public education? The emphasis is on *greater* involvement, because any public school official who has lived in the twentieth century can point to many instances of business involvement in the conduct of public education. Business leaders were instrumental in establishing the system of vocational education in this nation in the first decades of this century. Over the years, they have been active in public school policy and management through school board participation, and have contributed time and other resources to school projects on many occasions in many communities. In the last several years, a variety of school-business "partnerships" have appeared at the community level as a result of such efforts as career education, Adopt-a-School, and Education-Work Councils.

To address the question, two purposes have been set for this article. First, there is the need to sort out the various ways that business involvement in education can be viewed by a public school official. Here the suggestion is that the growing *educational* interest of employers promises a productive basis for school-business cooperation in meeting the educational needs of youth. Second, some considerations must be presented that bear on bringing this nascent cooperation to fuller educational maturity.

A review of the literature makes clear that our question has been one of continuing discussion. This literature consists for the most part in anecdotes and testimonials about successful school-business partnerships and about the need for and virtues of closer working relationships between school and business. Most articles are written by educators, but a few come from business leaders. Partnerships have ranged from business contributions to schools for material needs to programs in which schools and business jointly set and work toward specific goals. It will be useful to sort this variety into some simple categories. The value of the categories will be in providing a common frame of reference. The four views of business discussed here are not the only way to group perspectives on business in education, for these look at business from the educator's point of view. The virtue of these categories is that they should be familiar to the school administrator and they are views that business leaders often hold of their own involvement in education.

BUSINESS AS LOCAL CITIZEN

Businesses have sometimes contributed to the health and development of the community and its public schools simply as concerned members of the community. School administrators, seeing the benefits to the school of strong relations with the community, have invited parents, community groups, and businesses to donate time and other resources to meet specific school needs. The growing list of contributions that business-as-local-citizen has made to public schools include such things as

- underwriting a school district publication describing its desegregation plan to the community;
- providing free time on the firm's computer for school use;
- allowing employees to teach art classes in the school on company time when the school had to cut back its art program;
- providing seed money to a parent group to stimulate school fund-raising;
- allowing employees to attend parent-teacher conferences on company time;
- sponsoring an alternative school for students with special needs; and
- matching employee charitable contributions to educational institutions.

Readers could add more items to this list, but these examples illustrate the charitable role that business can play in public education. Businesses see themselves as members of the community and want to take pride in their local schools. Less altruistically, they see their business interests dependent on a vital community with a good school system at its heart. Companies that are the major employer in a community are especially inclined toward this view. They see the quality of the local schools as an important element in the quality of community life, and a "good community" is useful in attracting new employees to their firm. The goodwill engendered by helping to meet the needs of the schools and other community organizations is no doubt good for businesses big and small. A business needs to enjoy a good public image just as schools do, and helping out when asked from time to time is part of being a responsible local citizen.

BUSINESS AS A CURRICULUM SUBJECT

Local business represents the economic system in practice in the community. To the extent that students should understand something of the American economic system, it can be argued that the school curriculum should include the study of how businesses are organized and how they function. Business has long been interested in strengthening the teaching of economics in the high school. Business has criticized schools for not teaching "economic literacy." Evidence cited by business leaders to show that Americans are economically illiterate are the widespread misconception that businesses reap profits of 20-28% when the actual profits are 5% for the average firm and the typical citizen's belief that stronger government action, rather than private enterprise, is the means to economic growth (Lesher, 1977; Dodd, 1978). For over 50 years, businesses in local communities have sponsored their own Junior Achievement programs which introduce high school students to the practices of running a business. Students meet after school each week to plan, organize, and manage an actual small business under the guidance of local business executives. School-business partnerships to promote an understanding of the world of business have included such things as

- lending employees as classroom speakers in economics and business principles and practices;
- allowing employees to be interviewed by students who are studying the local business community;
- teaching or sponsoring courses in economics for teachers;
- developing curriculum materials for teaching business and economic concepts to students;
- providing work/study semesters for teachers and counselors to learn more about business and industry; and
- conducting after-school entrepreneurship programs in which students organize and manage small businesses under the supervision of local business leaders.

When it comes to helping students learn about the world of business, businesses are rarely unwilling to cooperate and in fact have actively sought to provide schools with free information and instructional materials about themselves. Many educators have been uncomfortable with this aspect of business involvement in public education. For example, controversy has surrounded the free materials that businesses make available to schools (Bennett, 1979; DuVall and Krepel, 1979). Some educators claim that these materials are ideological and promotional in nature and thus conflict with the educational goal of teaching critical thinking and how to consider all sides of an issue. It does seem reasonable that business would not seek curriculum changes unfavorable to itself and that business would not mind if students became more appreciative of business' view of things. A recent survey of top Fortune 500 companies showed that a major reason for cooperation with schools was a desire to inform students and the public in general about their field and its role within the economy (Jung, 1981). But too often this understandable self-interest is viewed with overstated alarm. When educators suspect ulterior motives on the part of businesses, this is in itself a way to avoid the question of how business and education can be better coordinated.

Given the heat that often surrounds this issue of how much the business world influences curriculum content, this view of business-as-a-curriculum-subject is likely to be a major hindrance to cooperation between schools and local businesses. Yet the situation may already be changing. A bank in California recently underwrote the $750,000 cost of providing new economic literacy materials, covering some economic theory and good consumer practices, to schools throughout the state. This occurred after the state legislature mandated economics education for all public school children. Unlike most corporation-sponsored programs, the bank had no say in developing the materials, and its name did not appear on the materials (Terry, 1981). Increased confidence on the part of educators in their responsibility to judge the quality of classroom materials will permit more light and less heat in this matter.

BUSINESS AS A PLACE OF WORK

Preparing youth for their future roles as productive workers has been on practically every list of goals for public education since nineteenth-century industrialization. Americans have consistently expected that a good education would lead to a good job. Today, nearly all public secondary schools have some curricula that attempt to provide marketable occupational skills to students who seek them. The educational literature, particularly the vocational educational literature, contain descriptions of local firms working with schools to give students knowledge and skills for entry into a job after high school. Examples include the following:

- corporation representatives conducting practice job interviews with high school students;
- providing career exploration experiences in the firm;
- providing company employees to teach entry-level job skills to students;
- cooperative work/study programs in which the student learns a skill in school and works part-time in a related job under the employer's supervision;
- validating occupational requirements and helping schools design a training program to meet those requirements; and
- providing facilities and equipment for vocational skill training.

In the last 10 years, career education has done much to promote school-business cooperation by emphasizing the importance of career development goals broader than vocational skill training. Career awareness and exploration programs have provided opportunities for students to learn from employers in the classroom and in the workplace. Business cooperates to provide these opportunities for several reasons. It is another occasion to communicate the nature and significance of what they do. Managers believe that employees who talk about what they do to young, interested students find renewed enthusiasm for their work. Becoming involved in work experience programs such as cooperative vocational education and other work/study programs gives employers a chance to screen potential employees more carefully.

Business cooperates with programs that aim at career and vocational education because they appear to go to the heart of business' greatest concern—having a dependable supply of trained workers. From the business point of view, an ideal world would have business specifying what jobs they will have to fill in the future and then having the school deliver young workers trained to specification at public expense. This model of manpower planning and training underlies publicly sponsored vocational education and training programs, but several factors make it hard to attain in practice. One is that making labor market projections is still a rather imprecise process. Projections are more useful for policy analyses and theoretical research than they are for making very practical decisions about vocational training offerings. Related to this is the reluctance of employers to make advance commitments to hiring certain numbers of newly trained workers for specific jobs. To make public their own hiring plans is to risk signaling competitors about future business directions they are considering. It is also to risk being the source of individual disappointment if an economic downturn should prevent them from hiring all the workers who were trained. A third difficulty in realizing the manpower planning and training model is that technology is rapidly changing the requirements of occupations, not to mention creating new occupations with training requirements that must be identified. Conducting a thorough effort to analyze what is required to perform a job competently is costly and may not pay if the requirements are expected to change over the foreseeable future.

The current criticisms that employers level at public schools may make the manpower model largely irrelevant in the 1980s. Employers are now complaining less about a lack of occupational skills than a lack of basic educational skills. After discussions with many representatives of business and industry, the Vice President's Task Force on Youth Employment stated that "the private sector regards the chief problem to be a lack of basic academic skills combined with a fundamental ignorance of the expectations of the world of work" (Butler and Darr, 1980). The report added that large employers are much less concerned about vocational skill training than they are about more fundamental deficits. The implication is that larger employers are increasingly willing to provide the occupational training if the young person is willing and able to learn. The new criticism seems to be "we can do our training better if you do your education better." Smaller employers, who do not have extensive training programs, seem to be concerned with both vocational and academic skills as well as work expectations.

To temper these criticisms, we should be reminded, first, that the business community has traditionally been critical of schools for not supplying it with adequately trained workers, and, second, that business has not enjoyed the confidence of the public any more than have the schools in recent years. Recent public opinion polls have shown antibusiness sentiment at an all-time high driven largely by the public's concern for what, in the public's view, are excessive profits and the impersonality of large corporations (Lesher, 1977). No doubt the malaise affecting the relations between the school and business community reflects this general decline in the public's confidence in its institutions and in the lack of trust that citizens who happen to work in schools have in business and the lack of trust that citizens who happen to work in business have in schools.

BUSINESS AS A PLACE TO LEARN

It is commonplace to conceive of education as an activity for the young that occurs in schools. But it is being increasingly acknowledged that youth learn, as do adults, in settings other than schools. The expanding instructional activities of business are a particular challenge to the assumption that learning occurs only in schools. We can begin with on-the-job training. Any new employee goes through a period of learning the specifics of the particular job he or she was hired to perform. A company typically provides some sort of instruction in how the work is to be done and a period of time in which the employee masters the tasks of the job.

The principles inherent in this learning are like those of the mastery learning movement in contemporary education (Green, 1973). In mastery learning instruction, what is held constant across all learners is the level of mastery to be attained. What is varied is the time and feedback needed to achieve mastery. Mastery learning theory assumes that all learners can learn to the same high level of achievement if each is given enough time. Employment settings use mastery teaching because anything less than mastery of the work task affects the quality of the work product. Learning of this kind in the workplace is a one-time event, and once the job is mastered, there is nothing else to learn until the employee changes jobs or the employer changes the nature of the job. It can be noted here that the pace at which employees change jobs and jobs themselves change is accelerating, suggesting the increasing importance of continuing learning programs in the workplace.

If workplace learning were limited to the mastery of tasks needed by the firm, the worlds of schooling and work would be distinct indeed. However, employers are increasingly providing formal classroom opportunities to their employees to develop other kinds of job-related knowledge and skill. The evidence indicates that they are spending more and more each year on formal employee education and training. It has been estimated that total corporate expenditures on employee education and training ranges from $30 to $40 billion annually (American Society for Training and Development, 1979). This amount covers the learning of all employees, and there have been no analyses to determine what proportion of these funds is spent on young, entry-level workers. Newspaper reports are bringing to public attention instances in which companies are providing remedial basic skills instruction for young employees (Hymowitz, 1981). In response to their claim that entry-level workers are not prepared to master their jobs, companies are offering remedial courses in reading, writing, and computation to their job applicants. In some instances, applicants who need such courses must take them before being hired. In others, the applicants are hired first and taught later along with more senior employees who need remedial help in basic skills.

Employers may be responsible for more workplace learning than they, or anyone else, are yet aware. With the increasing interest in informal learning in out-of-school settings, researchers have been studying the nature of unstructured learning that occurs in the workplace. Recent research on what is learned in the after-school paid jobs many teenagers have has suggested some interesting new insights into ways the workplace contributes to adolescent development. The fact is that, by recent estimates, 43% of sophomores and 63% of seniors in high school are working at an after-school job. The average number of hours of work is 13 hours a week for sophomores and 19 hours a week for seniors (Lewin-Epstein, 1981). The data show that most of these jobs are not babysitting and odd jobs, but are jobs with farms, factories, stores, and other businesses in the community.

In studying teenage workers and their jobs, a set of studies has compared high school students who currently held their first part-time job with a demographically comparable group who had never worked, where "work" was defined as regular, paid employment of at least three hours weekly for a nonfamily member (Greenberger and Steinberg, 1981). The nonworking sample was also followed over the course of one year as many took on their first paid jobs. Data were collected in the form of pre and post self-report questionnaires and observations of what the youths did on their jobs.

Contrary to a widely held assumption that working benefits adolescents in the lessons of responsibility, dependability, and self-reliance that it teaches, the data indicated some trade-offs. In general, this set of studies sugggested that working did facilitate the development of personal responsibility and practical knowledge about business practices, financial concepts and consumer matters. Self-reliance was developed to a substantially greater extent in girls than boys. But working also encouraged the development of cynical attitudes toward work and the acceptance of unethical work practices, and was associated with increased use of cigarettes and marijuana. Finally, working diminished involvement in school, family, and friendships. Thus, there appear to be complex effects when a young person moves away from school, family, and friends into the workplace. The long-term significance of early work for adolescent development remains to be studied, but these findings open yet another aspect of the educational function in work.

ON FORMING EDUCATIONAL PARTNERSHIPS WITH EMPLOYERS

The public school administrator has a number of premises to work from in light of the concerns employers express about public education. If the administrator could interpret the criticisms of local businesses as genuine concerns for the quality of schooling, he or she could turn this criticism to advantage. Businesses criticize schools because they feel they have a stake in how well schools educate; school administrators can tap this concern by inviting businesses to help meet the educational needs of students. The public schools *are* the responsibility of the community. The business community is saying that it is ready and willing to help if the schools will be more open to involving "outsiders" in what schools do.

Traditionally, two questions have been the focus of discussions about school-business partnerships: How can business help schools, and how can schools be more responsive to the needs of employers? These two questions are useful, but their educational weakness is that what may be good for business or schools or both may not take into consideration what is good for students. To address the educational needs of youths, a third question should be considered: How can the two educational environments of school and business be better coordinated? Since we are coming to understand that business as well as schools administer educational programs for youth and youth learn as earners, the question of partnership between the two educators should move from how to help each other to *who should do what* to help youth.

This question pushes school-employer partnerships beyond many past practices. Borrowing from Ferrin and Arbeiter (1975), one can conceive a continuum of school-employer relationships to clarify this point. At one end is *separation*, where schools and employers operate without information about each other and without any effort to share resources. A second level is *communication*, in which the school typically seeks information and advice from employers about occupations and training needs, yet each maintains their separate spheres of authority. A third level is *cooperation*, in which employers become involved in various school functions and provide resources of one kind or another to schools. A fourth level is *collaboration*, in which the educational functions of both schools and employers are considered and some joint program is developed which links these functions in school and workplace. Effective collaboration in this sense would require joint review of the three basic functions educating institutions provide—advisement, instruction, and certification—and discussions of what schools and employers would do to ensure that youths have the learning opportunities in and out of school that will teach and reinforce skills and habits required of competent and responsible young adults.

Given the levels of suspicion and criticism on both sides of the school-business relationship, it may take the shrinking educational and training resources of the 1980s to encourage such collaboration. It may be too costly for a community to tolerate a situation in which public schools and private enterprise pursue related goals through separate, unarticulated educational programs. What will be challenging to this collaboration will be balancing the general and humanistic goals that form the purposes of public education and the specific economic goals of business. It must not be overlooked that educating in the private context of a business or industry will be different in its formulation from educating in the public context for participating in the life of the community. A business knows what its work tasks are and can, in principle, determine what is required to perform them. It can decide to invest in employee training with a relatively clear sense of how individual learning outcomes will enhance the organization's goals. Public education, in contrast, is charged with the broader purpose of educating students, all who come to it, for an uncountable number of tasks that will face them at no particular time in the future. The education of the public is conceptually more difficult in this regard than the training of employees.

A key, therefore, to effective school-business collaboration will be to find that intersection of local public and private educational interests which will permit the school to teach toward the competencies that equip every youth for handling the responsibilities of work, citizen, and family life, and will permit the employer to deepen those competencies for productive and satisfying employment.

This intersection of educational interests is variable and must be discovered in the particulars of the local setting and players. The burden will be on the public school official to take the lead in the discussion, and to recognize that the entire community is responsible for education, business in particular having a role in the preparation for work. The burden will be on the business person to see in training goals the opportunities to advance educational and development goals. In a local community, it will be best for all concerned that first efforts to collaborate try to achieve one or two clear successes rather than making irregular advances on a number of fronts. At the same time that specific projects are being developed and implemented, the collaboration should also work to build a more permanent structure of trust and communication that will carry the partnership to the next project and the next.

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BARRIERS TO PRIVATE SECTOR/PUBLIC SCHOOL COLLABORATION: A CONCEPTUAL FRAMEWORK

by

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Introduction

Events of the early 1980s have emphasized the strategic importance of education in America's economic development and have placed education high on the nation's agenda. At least three dramatic changes in the American economy point toward greater dependence of business and industry on the quality of the public schools.

First, global competition will increasingly require American industry to work smarter, faster, and more efficiently. In order to do this, employees need to be able to adapt to technological change in the workplace.

Second, a shift in our economic base from smokestack industry to information-based, high-technology industry has created an increasing demand for better educated workers with knowledge and skills in mathematics, science, and technology.

And third, in order to maintain our leadership position in these new industrial areas we are dependent upon highly skilled individuals to keep us on the "cutting edge" of new technologies through research and

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development.

Increasing attention is being directed toward understanding the relationship between education and economic growth and documenting the costs of educational failure. Business and industry, recognizing their dependence on the output of the public schools, are seeking ways to affect quality in public education. Business/education collaboration represents one such attempt.

It may be no coincidence that at the time that business and industry, in self-interest, are asking how best to improve American public education, there are signs of positive change in the schools themselves: higher standards are being reintroduced; requirements for promotion and graduation are being reconsidered; and student performance levels in some areas are going up. Such signs of encouragement are evidence to the outside community that efforts toward improvement are worthwhile. They offer a seriousness of purpose to the questions central to this paper: What is the potential for private sector/public school collaboration? Is it a viable way of improving the quality and relevance of public education? What are the barriers to its success?

The objective of this paper is to increase our understanding of the potential of such business/education partnerships or collaboratives by suggesting three frameworks through which they may be considered.

The first way of looking at private sector/public school partnerships is through the conceptual framework of inter-institutional collaboration. The most general framework of the three, it provides us with a way of assessing these joint ventures. The second framework is that of public/private partnerships. More narrowly focused, this framework presents a set of questions and raises a group of issues related to balancing private sector interest and public sector responsibility in the arena of public education. The third framework to be applied is that of a systems perspective: the interaction of schools, workplace, and community. In this last view we will concentrate on school/business partnerships as one example of how schools relate to external organizations generally.

These three frameworks provide an increasing degree of specificity. There are obvious overlaps in issues and approaches, but each framework adds a perspective of its own. They each offer the opportunity for useful insights about business/education partnerships and are suggested as fruitful areas for further examination. Examples of how the frameworks can be applied to existing collaborations should illustrate their utility and encourage further, more in-depth analysis.

Before applying these three frameworks, however, a few words are in order about collaboration as a strategy--its peculiar strengths and its potential for achieving the ultimate goal of improving public education.

Forms of Collaboration. Corporations are involved nationally in collaborations or partnerships with public school systems providing financial support, links to community resources, curriculum development, teacher development, advisory and planning assistance, and budget and management expertise.

These activities have several purposes: to facilitate school-to-work transitions; to develop career awareness; to encourage business, economics, or free enterprise education; and to strengthen general, basic education, as well as curriculum in specific areas of science, mathematics, and technology.

Involvement takes many forms: adopt-a-school programs, curriculum development projects, teacher in-service programs, participation in magnet school development. Some have short-term objectives; other reflect long-term commitments. Some collaboratives are initiated by the school systems, others by corporations or universities. A considerable number of collaboratives are the result of court mandates related to desegregation decisions. Collaboration in Boston, Cleveland, Los Angeles, Denver, Dallas, Providence, and Buffalo are the result of such court orders.

It is important to recognize at the outset that collaboration between industry and public schools is just one of several strategies which may be employed by the private sector in an effort to affect the quality of public schools. Other strategies include direct funding through corporate donations and political support through lobbying for public funds and supporting legislation. Additionally, the adoption of corporate policies which encourage parent and citizen volunteer activities may provide support for public schools without requiring direct institutional involvement.

Collaboration here is defined as relationships between organizations, involving sustained interaction between members of each organization and including the identification of shared and agreed upon goals.

Collaborations or partnerships have taken many forms. Further application of the conceptual frameworks identified in this paper should be helpful in understanding why some forms are viable where others may not be, and why some forms of collaboration arise where and when they do. Additionally, they should assist us in understanding how the characteristics of any collaborative may determine its limitations.

Partnerships or collaboratives are different from other strategies for private sector involvement in their requirement for direct interaction between the corporation or business and the schools. Herein, perhaps, lie their greatest strength and also the source of their greatest problems.

In terms of potential, collaborations can produce two critical changes which go to the heart of school-to-work transition problems. The first change is to counter the isolation of schools--an isolation that is felt by the individual classroom teacher and which typifies the policy-making process at all levels. This isolation is detrimental both to schools and to the complex systems which influence economic growth. While the systems may labor inefficiently but more or less adequately during stable periods, times of crisis emphasize weak linkages. The enormous education demands of an economy in transition from a manufacturing base to an information/services base cast in high relief the need for education/private sector collaboration. Public education needs much closer ties with the economic community if it is to successfully achieve its goal of human resource development. Similarly, business, industry, labor, and commerce cannot address the requirements for growth and increased productivity without considering the resources of education and the responsibility of the education community for policy, planning, and implementation. Collaboration, therefore, achieves the dual purpose of moving education out of isolation and involving it as a strategic component in economic planning.

A second and related change which collaboration may facilitate is the improvement of communication between schools and the private sector. There are at least two purposes for improved communication. The identification of skills and knowledge required by employers is one of the most important things to be done in bridging the gap between education's outcomes and industry's needs. The communication of this information is critical. There are significant problems associated with what gets communicated and how this is accomplished. Collaboration or partnerships may represent the opportunity to establish effective, ongoing linkages which would ensure this necessary communication.

Another aspect of improved communication through such collaboration is the direct effect it can have on students. Up front, visible corporate sector involvement in public schools can link students to the reality of the workplace and provide the critical connection between what happens in schools and what will be required on the job. The importance of thes changes cannot be overstated. Reduced isolation and the strategic involvement of education in economic development, together with the establishment of strong communications links between schools and the private sector can lead to significant changes in both education and industry.

The Framework of Inter-Institutional Collaboration

The Literature. A considerable body of literature already exists on collaboration between institutions. Some of it has focused on relationships between educational institutions.[1] The frameworks for looking at these inter-organizational relationships offer a valuable, systematic way of viewing business/education partnerships. They focus our attention on the following elements of collaboration:

- Effect of environment and history.
- Organizational factors which serve as support for or barriers to initiating or sustaining collaborative relationships. For example, the organization's ability to assess its own needs and resources, its ability to coordinate with another institution, its attitudes or inclinations toward such collaboration, its awareness of opportunities for collaboration, the structural factors in the organization for decision-making, implementation, and evaluation.
- Inter-organization factors--for example, the processes involved in collaboration: negotiating, initiating, compromising, and the dynamics of power and dependence and the process of exchange.
- Roles played by individuals as linkers or brokers, mediators, and champions.

Researchers emphasize the importance of one or another of these factors. For example, Whetten's review of the literature (1981) emphasizes the organizational factors involved.[2] Aiken and Hage (1968), in contrast, focused on the environment.[3] The latter point to the influence of periods of crisis, scarcity, and declining resources in the formation of collaborative relationships. The work of Schmidt and Kochan (1977) describes a more complicated basis for inter-organizational collaboration which is based on hierarchies of needs and resources available, and emphasized negotiation and exchange in combination with power and dependency roles.[4]

In her work on inter-institutional research arrangement, Levinson identifies certain predisposing organizational factors and environmental factors which have obvious relevance to the relationships we are discussing: configuration of declining or scarce resources, the existence of networks of informal linkages; and in organizations: awareness of resource acquisition opportunities, access to alternative resources, need for additional resources, consensus regarding the legitimate domain of each organization and the appropriate domain of the inter-organizational arrangement, and the presence of an inter-organizational champion.[5] Levinson's review of descriptive studies and case studies of successful inter-organizational arrangements supports the significance of the "champion". Timpane's descriptive study of public school/private sector collaboration similarly points out CEO commitment as a critical element in successful collaborative efforts.[6] Informal interviews reported by Levine and Doyle also support this view.[7] Similarly, Chin and Associates, in their case studies of three urban university/school collaboratives, identify the role as significant.[8]

The following sections will consider business/public school partnerships from perspectives identified in the literature on inter-institutional collaboration.

Environment and History. The circumstances under which collaboratives are formed may have a great deal to do with their structure and their potential for success. Timpane noted that many collaboratives came into being when some major event, involving the schools, threatened the stability of the community.[9] The business community responds often by taking action to maintain stability. Desegregation is the most frequently cited event of this kind. While the threat to stability may serve as a stimulus to collaborative efforts, the process for determining involvement can affect the way in which each institution perceives its own role and the purposes for collaboration. For example, Chin and Associates indicate that court-ordered collaboration in Boston had the effect of rendering the school participants powerless in their own perception. This self-perception of power is thought to be a key factor in the potential of such inter-organizational arrangements.[10]

From an historical perspective, school/business relationships have ebbed and flowed over the past seventy-five years, driven largely by industry's needs for trained, skilled workers. The development of vocational programs and the career education movement are two major outcomes of business/school interaction in this century. Each was attended by major debates over appropriate goals for education and concern about the motivating self-interest of the business community.

The present environment for business/school partnerships must be distinguished from the past in several important ways. First, concern on the part of the business community about the relevance and quality of school outputs comes at a time of record setting low public support for the schools. Second, increasing costs of social services and demographic changes have placed public schools in a non-competitive position for public funding. These two factors present obstacles to the formation of balanced partnerships in the sense that they put the schools at a power disadvantage in negotiations. However, they are all the more reason for the creation of partnerships which can encourage public support and provide leverage for inceased funding. There is a third factor, however, in the environment which is most supportive of partnerships. Whereas past efforts toward business involvement in public schools have been criticized by some as attempts to vocationalize the curriculum, the concerns of industry today about school curriculum run parallel to, if not identical with, the academic goals of the schools. Structural changes in the economy and the now familiar demographic changes we are experiencing are resulting in a convergence of interests and objectives among educators and business people. Basic skills, science, mathematics, computer literacy, and higher level thinking skills and problem-solving abilities are the focus of both sectors' curricular goals. A reducation in the size of the available workforce makes the development of skills and knowledge in all students an industrial concern.

Although broadly defined, these environmental factors operate at the local level where partnerships occur. They are important to any consideration of incentives and barriers to collaboration.

Organizational Factors. Schools and school systems are quire different organizations than businesses or corporations. Anyone who has worked in both settings will testify to differences which, for the purposes of collaboration, are very important. These factors can be grouped into three categories: those which affect the way people work and work gets done in the organization; those factors which determine the organization's ability to collaborate successfully with another organization, and those which characterize or determine the organization's philosophy or perception of education, which is, after all, what the collaboration is all about.

The most basic difference between schools and businesses is their very different view of education. Corporations view education as a means toward an end. For schools, education is a goal unto itself. Corporations will provide, support, and encourage education and training insofar as it serves the basic goal of the business: to maximize profits and serve the shareholders. Additionally, once corporations have determined involvement in education is necessary for their purposes, corporate goals and philosophy will determine educational practices and policies. Corporate educational programs are likely to reflect business' concern for output or products. This is in contrast and can be in conflict with the traditional stress placed on process by educators.

Schools and business differ in the way in which people work and the way work gets done. These differences can also affect the success of collaboration. For example, the literature of educational organization identifies the "loosely coupled" nature of school systems.[11] This refers mainly to the lack of coordination among work groups in the organization. This structure has been contrasted with that found typically in business organizations. Corporations often are coordinated tightly around technical production systems with performance control based upon operational standards of productivity. Public schools typically lack such bases of coordination and control.[12] Teachers generally work as individuals in isolation. There are few rewards for being a "team player" in a school. Employee exchanges between schools and industry must be sensitive to such differences. Collaborative efforts involving school personnel and corporate employees must be aware of differing expectations.

The ability of an organization to assess its own needs and resources will determine in an important way how it perceives its role in a partnership. The importance, utility, and practicality of the goals it determines will be affected by this ability.

The Honeywell Corporation/Minneapolis Public School experience serves an an instructive example of collaboration developed with these factors in mind. It represents a project mutually arrived at through independent organizational decision-making processes. The decision to collaborate on the planning, development, and implementation of Summa Tech, a science and technology magnet high school, was the result of strategic planning in both the schools and the corporation.[13] Viewed as a developmental process, the partnership involves a full range of resources provided by both sectors--financial, staff, material, and facilities. This ability of the Minneapolis Public Schools to assess its own resources and needs (developed through a strategic planning project corporately funded) is an organizational factor cited in the literature as a requirement for successful collaboration. Similarly, the Washington, D.C. Public Schools' plan for business/education collaboration provides an assessment of school system resources which the schools bring to the developing partnership.[14]

An organization's ability to coordinate with another institution (an additional factor for success) is affected by the decision-making process used in the organization. The time-lag caused by the bureaucratic process in school systems, in contrast to the quick turnaround in some corporations, itself constitutes an organizational barrier encountered in collaboratives.

Enough anecdotal evidence exists to suggest structural differences are important factors in collaborative efforts. Secondary analysis of the literature on school and corporate culture and structure would identify the areas of potential strain and suggest strategies which would take such differences into consideration.

Inter-organizational Factors. The process of communication, negotiation, initiation, compromise, exchange, and feedback are all a part of the collaborative relationship. How successful a school system or a corporation is in carrying out these processes is in part a function of its own characteristics. However, these processes may be greatly facilitated by inter-organizational structures. In some situations, such linking structures have been developed specifically for this purpose. For example, the Honeywell/Minneapolis Public School Summa Tech Project created its own organization of joint committees and created a jointly funded position of broker or facilitator for the project.

The Atlanta Partnership of Business and Education, Inc. is a non-profit corporation including well over one hundred businesses and higher education institutions. The partnership was organized to facilitate joint programs in the Atlanta school system. The three largest programs are Adopt-A-School, Magnet Schools, and Job Placement.

Alternatively, collaboratives have utilized already existing linking structures or organizations with the potential of serving as linking structures. The Allegheny Conference on Community Development in Pittsburgh was established in 1944 to serve the corporate leadership of Pittsburgh in carrying out its civic agenda. It had a long history of brokering relationships between the private and public sector before it became actively involved in corporate sector/public school collaboration. With a history of success in regional economic development, the Allegheny Conference had the confidence of the community as well as the established networks or linkages for communication. The strategy for collaboration they have used is to focus on special programs and policy development assistance aimed at improving school quality.[15] Activities of the Allegheny Conference range from involvement in the creation of a magnet school program and implementation of a school desegregation program to the administration of a mini-grant program which provides direct grants to classroom teachers for innovative projects. The Conference links the school system, education organization, and citizens' groups with the business community of Pittsburgh.

The Boston Compact, a major initiative undertaken by the public schools, universities, business community, and city government, was developed in part through the efforts of the existing Private Industry Council and the Tri-Lateral Council. These networks played an important role in the development of the plan and should be critical to its successful implementation.

The goal of the Boston Compact strategy is for business involvement to improve the quality of Boston's public schools by re-focusing resources within the existing system, leading to a general rise in the quality of education. The Boston Compact is targeted on building changes into the school system which are not dependent on outside funding, which is always viewed as "insecure and peripheral". It is a strategy directed at incremental improvement through a systemic change in the school system: a movement toward more instructional and financial authority at the building level.[16] In contrast, the Houston Independent School District Business/Education Partnerships and the Washington, D.C. Business/School Partnership focus on developing islands of excellence through targeted program development.[17] They represent quite different collaborative strategies, and they raise a number of questions for researchers: How are strategies arrived at? What influences the choice of strategy? What is the effect of history or environment on such choices? What role do existing linking structures play in the choice? Are linking structures necessary? And finally, what is the role played by individuals in the process?

The Role of Individuals. The literature of inter-organizational collaboration and anecdotal case studies emphasizes two points about individuals in the collaborative process. First, individuals create partnerships; institutions do not. Second, successful partnerships require an advocate or "champion" who plays a vigorous, visible, and persistent role in the processes of initiating, planning, and implementing collaboratives.

The Committee for Economic Development calls such individuals "civic entrepreneurs" in the area of public-private partnerships for economic development. They cite as examples James Rouse, the developer of Harbor Place in Baltimore and Quincy Market in Boston; Ted Kolderie, executive director of the Citizens League of Minneapolis-St. Paul; Sister Falaka Fattah in Philadelphia (instrumental in reducing juvenile crime in that area); and Mayor Tom Bradley of Los Angeles.[18]

In private sector/public school collaboration, educators or business people may play the role of champion. The effectiveness of such urban school superintendents as Bill Reagan in Houston, Floretta McKenzie in Washington, D.C. and Alonzo Crimm in Atlanta is known nationally. In the corporate sector, Fletcher Byrom of Koppers Company and Frank Cary of IBM are just two who have been visible spokesmen for collaboration. Detailed case studies should include a close look at the role of the advocate--What influences him to act? What conditions support his action, and what conditions impede him?

The Framework of Public/Private Partnership

A second, and somewhat less general way of viewing collaboration between the private sector and public schools is as an example of public/private partnership.

The framework introduces a more specific set of issues and factors which may act as barriers or incentives to the formation of such partnerships.

Parameters for Partnerships. From the corporate perspective, a set of guidelines exists for what may be considered appropriate public involvement. A recent study on public/private partnerships by the Committee for Economic Development defined two principles which frame public/private interaction. First, it is not in the self-interest of corporations to engage in activities which are counter to the public interest, as defined through a political process. Second, whatever corporations do in the way of public/private partnership needs to be defensible to the stockholders, employees, and customers of the corporation or business.[19]

These guidelines set the parameters for public/private partnerships but do not themselves constitute either barriers or incentives.

Public/private partnerships in education raise issues specific to our philosophy and beliefs regarding the purposes of public education. How private sector involvement affects education decision-making as a political process should be included in any research designed to fully understand the implications of partnerships with the private sector.

For the past one hundred years the provision of universal public education has been highly regarded as a societal value in this country, founded on the belief that an educated citizenry contributes in an important way to the public good. Responsibility for the enterprise was and is largely in the public sector. Indeed, conflicts over control and policy, especially in recent decades, have occurred within the public sector among the levels of government--federal, state, and local.

However, more recently several important changes have taken place which have broadened the focus of education to include relationships between sectors--public and private--principally at the local level.

Basically three such changes can be identified. First is the growing need for a redefinition of education, expanded beyond our notion of traditional schooling accomplished in the traditional time frame, to include the activities and impact of home, workplace, church, and community occurring over a life time. This expanded definition carries with it implications for shared institutional responsibilities and for changes in public policy.

Second, structural changes in the economy have highlighted the relationship between education and economic growth and have resulted in an increasing awareness of education as an investment in human resource development. This conceptualization emphasizes industry's interest in education and carries with it an array of possibilities for policies and practices, public/private partnerships being just one example.

Third, although a changing economy and a technological revolution are making substantial substantive demands on the public schools, which require expertise and increased financing, they do so at a time when changing demographics and low public support result in continuous challenges to public school.

These changes and needs form a basis for our consideration of private sector involvement in the public schools.

Environment for Public/Private Partnerships. The above conditions or changes may serve as incentives to the formation of partnerships. Although limited financial resources and limited institutional capabilities may indeed encourage partnerships, they do not necessarily create an optimal environment for them. Partnerships require a balanced perception of resources and needs. Public/private partnerships in education are not meant to fill the gap created by cutbacks in federal or state budgets. Nor are they expected to solve the problems of America's public school systems. Rather, they are creative responses to meet needs which require coordinated action in the public and private sectors. Joint ventures can establish linkages at the local level between educators and the private sector. These linkages will facilitate the kind of communication which is necessary if schools are to provide quality education relevant to the economic needs of the nation.

Corporate Perspective. When looking at public/private partnerships from the corporate perspective, a series of questions should be raised:

- Why should corporations be involved in public interest concerns, and specifically why should they be involved in public education particularly?
- What does involvement in a partnership require in terms of corporate capabilities?
- What are the different ways corporations can be involved in the public interest?
- What, if anything, is required at other than the local level to facilitate private sector involvement?

Considerable attention has been directed toward developing answers to the first question. Industry has become increasingly more aware of its dependence on the economic and social health of the communities in which they do business. Corporate social responsibility has been the subject of debate among the nation's business and civic leaders and has been the focus of a number of reports and studies.[20] Some view the long-term viability of the business sector as directly linked to corporate responsibility to society. An important element in the health of the community is the quality of the public schools. The link between quality education and corporate self-interest has also been written about recently in some detail. The Center for Public Resources survey on corporate requirements in basic skills provides specific information on an area in which the outcomes of schools are directly linked to the efficiency of industry.[21]

With regard to the corporation's capacity to carry out a partnership with the schools, several points can be made. Successful involvement requires the integration of commitment with the management and decsion-making structure of the corporation. Corporate/school partnerships require corporations and schools to adequately assess their needs and the resources they can bring into the relationship. A partnership must have the support of the top corporate leadership and must be viewed as an activity tied to the bottom line. As such, it requires the establishment of standards and evaluation criteria for the purposes of accountability.

The third question raised from the corporate perspective concerns how corporations can become involved in the public interest. The focus on this paper is on collaboration or joint ventures. They represent just one strategy. Corporate sector initiatives, unilaterally undertaken, are another form of involvement in the public interest. A good example of this type of corporate initiative is the creation of private foundations in support of public schools. In California, private, non-profit, tax exempt foundation have proliferated throughout the state. Large corporate donors to public school foundations include The Bank of America, Corning Glass, and Levi Strauss. The Allegheny Conference, a business group in Pittsburgh, has provided a model for business-funded foundations for public schools which is being replicated all over the country with the assistance of a Ford Foundation grant.

While joint ventures between schools and industry provide much needed communication between sectors and sometimes offer the opportunity for resource exchange and development not possible in any other way, corporate foundations have the advantage of side-stepping some of the barriers identified in inter-institutional collaboration. Additional study of the potential and the problems related to such foundations should be carried out.

The final area in this corporate perspective is the question of government support for public/private partnerships. Generally, government can facilitate such relationships by removing identified barriers and providing incentives and supportive programs to such partnerships. There is currently a plethora of bills on the Congressional agenda addressing the crisis in science and mathematics education. Among the measures being championed are incentives to private industry for the donation of capital equipment to schools, the hiring of teachers for summer employment, and the allocation of employees as resources to schools for teaching and curriculum development. Donation of funds to public schools already carries with it a tax benefit. Although not any one measure will solve the problem, implementation of such incentives can assist in its solution and create a supportive environment to public/private cooperation.

Public School Perspective. The condition of education in the public sector has been described and discussed at length in the media and in professional and public forums. However, it is not a universally accepted notion that public education stands to gain from carefully crafted partnerships with the private sector. One must be continuously aware of the arguments typically levied against such involvement, for these concerns are central to safeguarding the purposes of public schooling. The two greatest concerns, however, have been somewhat ameliorated by the current environment. The much-feared vocationalizing of the curriculum, perhaps a real concern in the past, has less relevance today as the needs of industry and the academic goals of schools continue to merge. Similarly, the demographic view of the future workforce, heavily minorities and women, places industry's interest in a well-educated employee squarely in line with public education's commitment to equality of opportunity.

And finally, a provocative though on the appropriateness of public/private partnerships in education. Conventional wisdom holds that when the private sector fails to provide goods and services that society values, government may intervene. Would not the converse of that be that when government fails to provide goods and services valued by society, the private sector may appropriately intervene?

Relationships Between External Organizations and Schools

The third and final framework for understanding private sector/public school collaboration is based upon what we know about relationships between schools and organizations external to them.

This framework employs a systems approach. The limitations of this paper permit only the suggestion of some issues such a framework would raise. The perspective is one which is worth exploring, however, because it emphasizes the interrelationship between schools, community, and the private sector. When changes occur in one sphere, they have impact on the others and create the opportunity, and some would say, the need for interaction.

Business and industry, community-based organizations, churches, parent and citizen groups are organizations external to the schools but within the schools' field of influence. They each have central purposes and goals quite apart from schools, but their ability to function may be affected by schools. Additionally, they may become practical allies of schools from time to time.

Critical events in schools seem to draw external organizations into relationships with them. Desegregation, financial crises, the establishment of minimum standards, or the pursuit of excellence seem to have this effect.

Perhaps the greatest value of this perspective is that it emphasizes the interrelationship of schools with other sectors of society. The tendency to think of education as an isolated and separate enterprise and therefore to try to solve its problems independently, has been too often characteristic of education policy-makers. The isolation of schools handicaps them as workplaces for teachers and administrators and as institutions of learning for students.

In examining relationships between schools and these external organizations, certain factors emerge as barriers to successful collaboration.

To begin with, external organizations may experience the professionalism of educators as defensiveness, which presents a formidable barrier to joint ventures. Such defensiveness springs from two very real sources. First, certain turf issues get in the way of external organizations working with schools. Control of such issues as credentialing, curriculum, and methodology fall into this category. Second, the episodic nature of such involvements--the "here today, gone tomorrow" phenomenon affects the nature of relationships and the expectations which school people hold for them. Educators do not expect long-term sustained involvement from an external organization because that is what they have experienced in the past. As a result, they may limit their own efforts and participation in a collaborative. Any real change in schools requires a supportive posture from both institutions sustained over time. Time is a necessary factor for success. Schools may be leery of collaboratives which may easily be dropped from a corporation's agenda. Another requirement for success is that the process of collaboration allow for a feeling of ownership by all participants. The bureaucratic nature of public schools and some large corporations creates environments which do not encourage ownership. This, too, can be an obstacle to the collaborative process.

Additionally, relationships between external organizations and schools must be organized around a specific, mutually defined and accepted purpose. General goals are more likely to bog down in the implementation process. They only serve to heighten organizational differences in structure, style, and perspective. Specific goals must be framed within the context of the assessed resources and needs of the institutions involved. The purposes thus defined will in turn determine the nature or kind of involvement.

Perhaps more than the others, this framework permits us to identify the limitations of business/education collaboration. It does so because it deals most specifically with the nature of schools as an interacting system. It is the most pragmatic of the three.

Conclusion

The purpose of this paper was to suggest conceptual frameworks which can be helpful in addressing the question of whether public/private collaboration offers a viable approach to improving the quality of public education. First, collaboration was defined and identified as one of several possible strategies the private sector might employ in its involvement with public schools. Certain characteristics of collaboration make it potentially a very effective form of involvement--i.e., reducing the isolation of schools and establishing structural links for communication between sectors.

Three conceptual frameworks were then suggested which provide useful ways to think about private sector/public school collaboration: the frameworks of inter-institutional collaboration, public/private partnership, and a systems approach. Each of the frameworks was described, and it was suggested that each of them offers a method for identifying a particular cross-section of barriers and incentives to business/school collaboration. Examples of how one might look at a partnership program from each perspective were given.

The conceptual frameworks suggested here offer three different perspectives for examining private sector/public school collaboration. The insights to be gained from applying these frameworks would be very useful. However, a word of caution concerning their use is necessary. Business/education partnerships are pragmatic ventures. While conceptual analysis may inform the process and bring important issues to the surface, it should not be confused with the process itself. Analysis itself should serve that process in ways appropriate and useful to the participants and their goals.

In going about the business of creating partnerships in education, we must bear in mind that the goal is a mutually beneficial relationship. It would be counterproductive to become bogged down in conceptualizing collaboration. The frameworks offer assistance, especially in policy areas. But partnerships occur in the realm of practice, and for the practitioner conceptualizations may be "too thick to navigate and too thin to plow."[22]

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Partnerships in Action

CHAPTER 6

School-Business Partnerships/ Adopt-A-School

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GENERIC MODEL

Sometimes called "adopt-a-school", school-business partnerships may be city-wide programs centrally administered by the school board; a single company with a school in the immediate vicinity; or school-wide efforts managed by a business/education intermediary organization.

The major emphasis is voluntary human resources to enrich school offerings and improve career education. A school-business partnership is not a device for boosting sagging school budgets. Recent programs do not emphasize "adoption" since it implies support. However, most sponsors contribute equipment, materials, and student scholarships; assign managers to oversee the program; and support release-time for employee volunteers—all of which represent a dollar commitment by the company.

Schools identify their needs, and sponsors identify resources and projects. A mutual agreement spells out commitments, activities, time frame, and responsiblities.

Partnerships generally start small, evaluate, and expand gradually. As mutual trust and credibility builds, and procedures are worked out, the scope of activities and numbers of business sponsors and participating schools increase. Programs are broadly publicized in major local media and in company publications to enlist volunteers.

Local utilities, insurance companies, and banks generally lead city-wide efforts to enlist other business sponsors, including small neighborhood employers.

5 elements of effective programs.

1. Partnerships are periodically reviewed at all levels, and specific commitments and goals are stated in mutual agreements.

2. CEO commitment is communicated to all company employees.

3. Emphasis is on what companies do best—helping youth understand how basic academic skills relate to jobs and career paths. Projects focus on helping youth make a smoother transition from school to work.

4. Schools arrange activities at the company which involve students, teachers, and employees. Company representatives are publicly recognized in school events and meetings.

5. Students and teachers visit their sponsor company to learn first-hand about its departments and job opportunities.

PROGRAM PROFILES

■ Oakland, Ca:

Six years experience results in 41 school adoptions

Between 1976 and 1981, the Oakland Unified School District expanded its **Adopt-a-School** program to 41 schools. Local businesses, industries, and organizations help individual schools meet needs not covered by the tax levy budget. Contributions of equipment, material, services, and funds is estimated at $100,000 annually.

The program was begun by former school superintendent Ruth Love, now superintendent of the Chicago schools. The **Chamber of Commerce** helped enlist local companies. Over a five year period, the program brought many new kinds of support to the schools: volunteer tutors and speakers; equipment; internships; and jobs for students.

Lessons learned expand business participation/contributions. The Oakland schools developed an efficient method of encouraging and managing school-business partnerships. Companies that express interest in adoption are referred to the Community Relations Office, which holds a meeting of top corporate management and the school principal to discuss how the company might assist.

Community relations staff help companies overcome fears that schools will become heavily dependent in a financial crisis. Three lessons learned over time are to:

1. Insist on specific company roles.
2. Obtain written commitments for at least three years. After a site visit, a proposal and tentative budget result in a formal memorandum of understanding—the adoption contract.
3. Establish a strong evaluation design acceptable to the company.

Renewal of adoptions now depends on evaluation results and mutual agreements between the superintendent's office, the company, and the school.

Adoption management complex. Adoption is time consuming because program managers, business people, and school people jointly identify business contributions.

► **Buttes Gas and Oil Company** waited for several months exploring how the firm might join the program. Finally, it was agreed to start a word processing project for one school.

► **Pacific Telephone & Telegraph Co.,** which adopted Frick Junior High School, established a computer learning center in math and reading. Company staff and school district specialists assessed needs and shopped for hardware together. Teachers and administrators never felt threatened about sharing territory.

School needs shape adoptions. The school system insists that adoptions fit school needs and conform to district learning goals and objectives. Schools now realize that adoptions must also respond to business needs and resources.

Adoptions vary from a single small project to extensive involvement in many school programs. Most adoptions start small and expand gradually. The school district suggests such initial activities as:

- tutoring;
- career exploration, job placement;
- speakers for classes, assemblies, or special programs;
- in-service education by employees with special expertise;
- club sponsorship;
- support for renovation, landscaping, etc., to build school pride;
- contributions for motivational activities such as scholarships, awards, prizes.

Companies learn from schools. Clorox Co. and **Kaiser Aluminum and Chemical Corporation** were two of the first companies to adopt schools. **Kaiser** adopted Oakland High School with the broad aim "to support academic excellence in any way we can." Kaiser first supported a reading and math center featuring individualized instruction and peer tutoring. Students making the most progress (not necessarily highest marks) were offered part-time jobs.

The company's support for a reading center led to a large federal grant in 1977, but the math center was not successful. The school and the company have since surveyed programs designed to encourage students to take math to identify a new direction.

Kaiser's summer program, Success on the Move, grew out of its school adoption of Oakland High School. (See p. 72).

Clorox Co., which adopted Castlemont High, has also assessed its annual $25,000 contributions. Its first program supported reading classes for students testing at least six years below grade. Each year, the program was refined to benefit more students.

Building trust takes time and effort. Two-way communication is a crucial factor in establishing mutual trust. A company person and a school person jointly coordinate adoption projects. The school person attends to many small but essential matters to sustain the company's feeling of identification with the school, such as making sure a company representative is present at awards assemblies and special events. The company person enlists employee participation in school projects, follows up on scheduling, and publicizes activities.

■ Seattle:

Business supports nonprofit network for school partnerships

A non-profit organization, **Private Initiatives in Public Education,** known locally as **PIPE,** manages, sets policies, and establishes procedures for all school-business partnerships. The Seattle **Chamber of Commerce** provided PIPE's offices. Membership fees from participating companies pay for PIPE's full-time executive director and a part-time staff assistant. The 12 original companies are paired with all ten Seattle high schools and contribute a $2,000 annual fee. Two companies, called Partners-at-Large, offer services to all schools to augment the offerings of paired companies.

PIPE received $9,000 in grants from the **Medina Foundation** and a $10,000 contribution from the **Seattle School District.**

Initially, the Chamber of Commerce Education Committee and key Chamber officers enlisted companies to join PIPE. Today, any business, industry, civic, and social or professional organization may participate.

Companies can also join PIPE as:

1. a "sponsoring member," paired with an alternative high school or middle school (the recommended contribution is $500-$1,000);
2. a "participating organization" (no financial support).

PIPE accepts public companies whose charters do not permit financial commitment: **Seattle City Light,** the **Art Museum,** the **Seattle Symphony,** and eight hospitals. Labor organizations, government and social service agencies, and art groups also supplement company offerings.

PIPE is not a device to boost a sagging school budget. Nor will PIPE encourage investments that may not reach the practical level of students and teachers. Commitments to share energy and talent are more important than funding.

Companies who support PIPE are deeply committed to its success and participate in decision making and goal setting.

Goal to improve career choices. PIPE encourages activities that expose students to a range of occupations in business:

► Queen Anne High School and **Washington Mutual Savings Bank** offered two seminars on communication skills and business readiness. The bank invited 15 students to "shadow" employees."

► At Chief Sealth High School, **CX Corporation** staff taught 40 students about careers in photo finishing. Handicapped students toured the firm to learn what kinds of jobs they might apply for and how to interview. CX hired 20 students for summer employment.

PIPE partnerships expand career education resources:

► **Seattle-First Bank** opened its computer system to Roosevelt High School students with a telephone hook-up and offers revolving internships in its computer department.

► Nathan Hale High School ties its radio and television communications department with **KING Broadcasting.**

Other Hale students participate in programs in the Dietary Department at **Northwest Hosptial** or learn about carpentry at **Sea-First Bank's** new construction site.

Program inspired by community action. PIPE's start-up in 1977 was the result of widespread citizen concern about the quality of public schooling. One citizens' action group examined how business and schools cooperated in other cities. The group avoided the term "adopt-a-school" because it suggested a "sugar daddy" relationship. They also suggested establishing a nonprofit business-supported intermediary to avoid the impression that the business community was merely complying with school district demands. PIPE's city-wide network permits company-school partners to call on one another's talents and resources.

The PIPE board of directors includes representatives from the 12 founding partner firms, the PTA, Seattle Teachers Association, Principals Association, Municipal League, Urban League, city government, school district administration, and the school board.

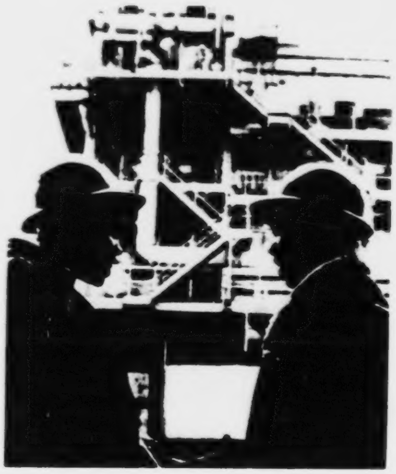
Experienced director carefully cultivates partnerships. PIPE's full-time executive director had managed a business and directed community education at two community colleges. The PIPE board feels that her experience is a key to the program's success.

When PIPE enters a school, the faculty, administrators, parents, and students conduct a thorough needs analysis. PIPE compares this analysis with company resources.

The business coordinator for each school partnership "brokers" resources and services among partners at large. A decision to implement a proposal is made only upon request of the school, provided that details have been worked out mutually between the school and partners. Members-at-large must submit program proposals to the PIPE planning and evaluation committee for approval.

School-business partnerships can disintegrate without proper attention. In Seattle, prospective partners get to know each other gradually through tours, receptions, and events such as bake sales held at a company. Informal events help company managers and employees become acquainted with students and faculty.

PIPE planners initially emphasized one-to-one partnerships to create a "sense of belonging." They believe that a feeling of ownership was essential for stimulating business commitments.



Gradual expansion. PIPE initiated a teacher reinforcement and recognition project and a resource skills bank.

The director is convinced that PIPE should not expand too rapidly. As the organization involves more students, it proceeds methodically and slowly in adding partners for alternative high schools.

In the next few years PIPE will include art organizations, small manufacturers, service companies, restaurants, and hotels. All are sources for people who are capable and willing to share talent, occupational expertise, and special interests. **The belief is that "students need partners in order to feel they belong and that somebody cares."**

■ New Orleans:

Schools' 10 years experience guides business partnerships

Sixteen companies helped establish the **Business-School Partnership Program** in 1972. **Today, over 40 companies sponsor programs for 29 junior and senior high schools.**

The New Orleans Metropolitan Area Committee (an affiliate of the **National Urban Coalition**) planned the program with the school system and Chamber of Commerce, and helped recruit company partners. Among the founding partners were: **Louisiana Power and Light Co., Shell Oil Co., D.H. Holmes, Ltd., Middle South Services, Hibernia National Bank** and **South Central Bell.**

The quality of partnerships has steadily improved by applying lessons learned from early experiences:

1. Schools should take an active role in program design and not rely on companies to take the initiative.
2. Ample time for planning activities is essential.
3. Schools and companies should make strong institutional people commitments to partnerships.
4. Students must assume leadership roles in projects.
5. Central Board of Ed management and coordination of a city-wide school-business partnership improves communication, planning, and evaluation.

Program taps business expertise. The partnership program matches school needs to the expertise and resources of local employers. Partner companies are not obligated to contribute financially or to commit part-time jobs, unless they care to. The program emphasizes five primary aims:

1. Keep minority youth in school. The public school system is 95% black, and minority youth unemployment is high.

2. Improve students' employability.

3. Support school staff with business expertise:

- **Amoco Oil Co.** helped the Franklin H.S. science department design a geology curriculum.
- **WTIX Radio** helped Capdau Junior High administrators produce a slide-tape show on local career opportunity programs.

4. Expose schools to business needs and requirements.

- Business members of the **Rotary Club** gave a series of talks on career opportunities, training and qualifications,salary potential, and working conditions.

5. Help employers understand the capabilities of schools.

Flexibility, coordination keep program running smoothly. Most companies form partnerships with schools that are conveniently located. Some schools work with more than one company. Most companies stay with one school, sometimes sponsoring different activities from year to year.

Schools and businesses appoint top management coordinators who make sure that plans are carried out. The key to effective planning is actively involved school administrators. An advisory committee of teachers and students in each school assesses schools needs. An assistant principal or department head coordinates the program. In addition to normal administrative duties this coordinator must:

- clarify benefits to business;
- acquaint business people with students and faculty;
- publicize activities involving the business partner.

Program management changes. In the fourth year, the school system organized an advisory committee to oversee the growing program. The committee included representatives from the school system, the Metropolitan Area Committee, and the business community. The initial aims of the Partnership Advisory Committee were to develop more dynamic partnerships, to monitor ongoing programs, and to suggest changes in policy and operation.

Two years later, the Committee added a representative from the Chamber and assigned a full-time coordinator. The school system introduced a partnership newsletter for educators, business, and other interested organizations.

Survey recommends change. The Advisory Committee, assisted by **Shell Oil Co.,** conducted a survey of business and school participants in 1979. Although results were generally positive, the study concluded that the programs required greater commitment and harder work from both partners.

The study also found that business representatives tended to be enthusiastic at the start of programs, but would "turn off" after a few negative incidents such as a communication problem or lack of interest by a teacher.

The most helpful suggestions described specific ways to improve planning:

- Place greater emphasis on employment tests, interviews, and job requirements in career education courses.
- Schedule more field trips where students see skilled professionals at work.
- Use pre-conference phone discussions to prepare for formal school-business planning sessions.

A full-time coordinator helped the schools and companies put these suggestions into practice during 1979-1981. A part-time coordinator in 1981-82 (because of budget cuts) was less effective, and the full-time position was restored in the 1982-83 school budget.

■ Dallas:

Chamber of Commerce manages business adoptions

The Dallas business community, led by the **Chamber of Commerce,** provides needed services for thousands of students annually through 171 school adoptions. In addition to companies, the school system invites youth organizations, government agencies, civic organizations, colleges, universities, and senior citizens centers, to adopt schools.

Business involvement started in 1973 when **Sun Oil Company** staff provided tutoring and work orientation for students in seven schools. In the next six years, 67 companies adopted schools. **By 1982, 529 businesses had joined other organizations to adopt all 171 Dallas public schools. There are currently 1,026 groups in the program.**

The Adopt-a-School coordinator of the Chamber's Career Education Department recruits business firms and matches them with appropriate schools. A company indicates what it can provide before being paired with a school. The coordinator also:

- monitors adoptions;
- relates company concerns to school district staff;
- works closely with adoption managers of five sub-districts.

Adoptions vary in emphasis. **Rockwell International** helped Bryan Adams High School by providing resource people and tutors for math and electronics; scrap wood and electronic components and assemblies for wood and electric shops; two scholarships for disadvantaged students. The company also conducted a management study of the school's bookstore.

Fox & Jacobs employees tutored students at Clinton P. Russell High School so effectively that the school, typically last in district-wide math competitions, was first runner-up in 1977.

Chamber enlists business to help plan and support ongoing projects. Adopt-a-School is part of a larger business commitment to career education in Dallas' public schools. The Chamber of Commerce enlisted business support for the Skyline Career Development Center and magnet school (see p. 22). The Chamber coordinates special private sector task forces to assess special needs of the school district and to improve students career opportunities through local business resources.

Dallas offers a free guide. "The Business Community and the Public Schools: A Dynamic Partnership" reviews the history of business-school partnerships in Dallas and recommends specific projects. The guide, published by the Chamber and school district, stresses needs assessment and accountability to increase school credibility.

■ Los Angeles:

Adopt-a-School builds on existing school-business relationships

This four-year-old program has grown rapidly – **it currently involves 90 companies and 100 schools.**

The program began in 1978, when **Atlantic Richfield (ARCO)** adopted Tenth Street Elementary School, two blocks from its corporate offices. The following year, ARCO adopted Hoover Elementary School, also nearby. Several hundred release-time employees volunteer to tutor, conduct mini-courses, and supervise company funded field trips to business locations and cultural sites. The company hired an educator full-time to expand employee volunteer activities and pays for coordinators in both of its adopted schools.

Company human resources a plus for schools/kids. Adoptions are encouraged through activities that build positive feelings among company and school people. Wayne Carlson, Adopt-a-School director for the school district, says that adoptions occur because "involvement is contagious. Companies often find that they do twice as much as they anticipated."

Lincoln Savings and Loan adopted City-Terrace Elementary School after the bank president volunteered to teach a class how to work with stained glass—his hobby.

Some large companies participate in more than one program. Pacific Telephone adopted a school and also loaned a manager full-time for two years to direct planning for the magnet Downtown High School for Business. (See p. 15).

The Los Angeles Dodgers, which also offers resources to the magnet high school, adopted an elementary school.

Bank of America, which has branches throughout the city, has adopted three neighborhood schools.

Rewards for business are essential to maintain adoptions. The program has little need for strict controls or for careful monitoring of adoptions. A letter of understanding is required, but there is no specific time or level of company participation.

Carlson says that businesses continue their adoptions often because of personal satisfaction, a feeling of identification with the school, and a better understanding of education. When adoptions mainly involve funding, companies gradually lose interest.

Program creates resource bank. A resource bank allows each company and school access to a city-wide pool of resources:

- speakers on technical subjects;
- people with special talents, skills;
- portable equipment;
- sites for field trips;
- films and career information.

Pacific Outdoor Advertising Company donated 50 billboards to publicize the program and recruit new business sponsors.

The program built on prior successful school-business relationships. Since 1966, when the Regional Occupational Program started (see p. 7), the school system has extensively involved the business community in school activities. Seven other programs offer companies a range of options:

1. **The Business Education Exchange Program** places 300 teachers and counselors in internships in 42 companies; business people also intern in the schools.

2. **The Career Exposure Program,** operated jointly with the Chamber of Commerce, offers field trips to over 100 companies for about 11,000 students each year.
3. **Junior Achievement** enlists employees in 60 companies each year to help 3,100 students form their own companies to produce and sell products.
4. **The Wonders of Work** program involves 25 companies in providing guest speakers and field trips for 60 elementary schools.
5. **Work Experience Education** enables 14,000 in-school youth to earn money and high school credit in part-time employment.
6. **The Youth Motivation Task Force** recruits company employees to visit junior high schools to serve as role models for students.
7. **Youth Opportunities Unlimited (YOU),** a summer jobs program available to all students, is co-sponsored by the **Chamber of Commerce** (see p. 66).

Choice of programs essential. Wayne Carlson, who formerly managed the Regional Occupational Program, is currently full-time Adopt-a-School director. He reports directly to the superintendent of schools. Carlson believes that flexible options are essential to steady growth of school-business partnerships. "The school system stands to lose out if it goes into the business community with only one suitcase. Even a small school district may lose on involving the business community if it has only a single program."

■ Memphis:

95 school partnerships aim to improve schools' public image

A growing number of business people believe that the negative image of the city's public schools would improve if enough people saw for themselves that they are safe, pleasant, and effective places to learn. Memphis school officials believe that local employers would also be more willing to hire students and graduates of the predominantly black schools if they became directly involved in school partnerships.

The school system established its Adopt-a-School program in 1979 in cooperation with the **Volunteer Center of Memphis** to restore public confidence in local schools by engaging employees in school affairs. The chairman of the Volunteer Center, a businessman, personally recruited company participants.

Like related programs in other cities, the Memphis program first matched school-business partnerships by companies' needs and resources. Now interested firms are paired with schools in their immediate vicinity to promote frequent personal contact. Companies analyze available talents among employees, including hobbies as well as work-related skills.

► Fifty of the 51 employees at **Home Federal Savings and Loan** were involved in activities at Westside because the school was so close to the company.

► **Plough Company,** a major cosmetics manufacturer, illustrates how a program builds through frequent personal contact with students at a nearby school. The Plough program began with 18 tutors who met pupils at school four mornings each week from 7:30-8:45, then walked to the plant. The program has expanded to 50 tutors, and there is a waiting list.

Some companies have felt obliged to ask for permission to financially support special projects – college scholarships or athletic programs – since programs emphasize people rather than dollars.

The program started slowly and built momentum after the first 15 adoptions as the Volunteer Center and the school system created allies in the business community. There were 50 adoptions by early 1981, and by April 1982, 95 adoptions had taken place among small and large businesses, churches, and civic groups. Companies are now adopting vo-tech centers.

► **Kraft,** the lead company, adopted South Side H.S. and has agreed to adopt a second school.

► **Memphis Light, Gas, and Water,** which adopted Carver High School, emphasizes youth employment by offering job readiness and training seminars.

► **Sears** is one of several companies which sponsors an intern program and has hired 22 students.

Planning principles. To assist local planners, the school system and the Volunteer Center have jointly produced a monograph, **"ABCs of Adopt-a-School",** which outlines central elements of planning:

1. **Participant Selection**

- Designate coordinators committed to making the program work. Coordination is demanding and time-consuming – not simply an "after hours function."
- Coordinators must sell the program within the company. Commitment at all levels is essential.

2. **Early Planning**

- The principal must be enthusiastic, dedicated and willing to invest time.
- The school must have a clear idea of its needs, and requests should be realistic.
- Schools should concentrate on entire school needs, not just a single class or department; all school staff should be consulted.
- Concentrate on volunteer services, not financial contributions.
- Develop a contract detailing commitments. A formal contract signing in a joint meeting of all adopters and schools is one element in publicizing each adoption to the community and to employees.

3. **Potential Pitfalls**

- Inadequate or hasty planning.
- Too many project commitments.
- Inadequate selling of the program to employees.
- More volunteers than can be monitored; individuals need periodic support and morale boosters.
- Lack of genuine commitment by one or both parties.
- Mid-year slump, particularly among company coordinators.
- Failure to clarify methods to measure progress and success.

The booklet also describes possible projects and includes sample forms to analyze company resources and school needs.

The Adopt-a-School office circulates a monthly newsletter describing activities in all schools and successful approaches.

Junior league helps program. The Junior League, now in its second year of assistance to the program, provides the salary of a part-time assistant in the Volunteer Center and has adopted an elementary school. The League's director serves on the advisory committee; League volunteers also monitor adoptions.

Adopters develop innovative career training projects. Several adopting companies focus on preparing youth for jobs and careers:

► **Federal Express** sponsors over 20 Development Clubs at Booker T. Washington High School to develop vocational and academic skills for employment. Two employee volunteers are consultants for each club, which range from computer operations, marketing/sales, customer service, secretarial training, engineering, to vehicle maintenance. Clubs meet 15 times each semester. Business consultants organize special activities such as field trips.

One lesson Memphis learned is that business wants quality programs, which require an investment of employee time. However, in a slow economy some firms, such as **United Airlines,** temporarily withdraw from the program with the promise to return.

■ Saugus, Ca:
Textron/Hydraulic Research promotes career awareness in local junior high school

The Hydraulic Research Division of **Textron** "adopted" Arroyo Seco Junior High School in 1978 to inform eighth grade students of the variety of careers in industry. The administrators and staff of the William S. Hart High School adapted a model that Textron's Speidel Division created two years earlier in Providence, Rhode Island.

The school selects seven groups of 15 students to attend a four-week program one day each week at Hydraulic Research. Managers, engineers, and other employees establish one-on-one relationships with the youngsters. **In four years a total of about 450 students in 30 groups have been exposed to departmental functions, skills, and job opportunities in a large industry.**

Young students lack career awareness. Questionnaires administered before the program showed that students were mainly interested in careers such as professional sports. The program tries to inform new entrants to high school of careers in industry and their academic requirements.

The program exposes students to the real world of work in early adolescence, when important career decisions are just beginning to be formed. Limited staff, equipment, and facilities, usually prevent schools from offering such experiences. The industrial expertise of Hydraulic Research managers and staff complement the junior high curriculum.

In Textron's on-site visits, students observe the functions of each major department: Personnel; Marketing; Sales and Contracts; Engineering; Manufacturing; Finance; and Data Processing. They observe production from start-up to final product, and learn about fringe benefits, educational requirements, applications, and job descriptions.

Students practice job assignments such as simulated competitive marketing of fire extinguishers for airlines. Textron employees tell students how they selected and started their careers in the company.

Ninety percent improvement in career awareness. The program is assessed in several ways:

1. a vocational interest inventory that measures career awareness, understanding of work environments and the economic system;

2. company evaluation;

3. student journals, parental opinons, comments by teachers, and other staff.

Questionnaires administered after spending four days at the plant revealed that roughly nine out of ten students acquired a wider range of career interests.

■ Montgomery County, Md: Chamber of Commerce enlists companies for junior high school career orientation

Over a dozen banks, retailers, and utility companies in Montgomery County, Md. offer local junior high school students and teachers:

- speakers and workshops;
- instructional materials;
- technical assistance for vocational counselors.

Each company pays for and conducts a year-long Adopt-a-School program for one junior high school. Program objectives are to:

1. provide students with brief work experiences to help them develop career and education plans;

2. increase student awareness of purposes, operations, and demands of industry.

Companies learn how to talk with young adolescents. Companies often avoid career programs for junior high school students because they:

- have not begun to make career decisions;
- are too young to work;
- are often too immature to respond appropriately to presentations by business people.

Prior to sessions with business people, school staff must understand the purpose of the presentation and make sure that students are genuinely motivated.

Barry Scher, president of the Chamber of Commerce, has represented **Giant Foods** in the program since 1980. He says that it is crucial that students are not participating simply to be excused from a difficult class or to avoid a study hall or to be with their friends. Students must be screened by teachers, counselors, or administrators for each corporate activity. If a presentation introduces students to the uses of computers in industry, it is unwise to hold an assembly for the entire student body.

IBM introduces youth to corporate career opportunities. IBM in Gaithersburg, Md, adopted eighth graders at Kensington Junior High School to acquaint them with career opportunities in a large company. While students knew that the company employed programmers, engineers, and secretaries, they had little awareness of service, maintenance, clerical, or managerial jobs.

IBM conducted a job and skills survey to help students determine interests:

- working with their hands or with people;
- working after high school or attending college.

In a series of workshops, IBM employees described their own jobs and employment prospects in the computer industry. They helped students relate career interests to their educational plans. On a company career day students met workers on the job.

Program success builds corporate sponsors. The Montgomery County program has grown rapidly over 2 years and now involves 14 junior high schools and 13 local companies, including: **Giant Foods, Inc; Woodward & Lothrop; Potomac Electric Power Co.; and Suburban Trust Co.**

The Chamber of Commerce assesses each adoption annually before deciding to renew.

For other programs which incorporate business-school partnerships, also see:

L.A.: Classrooms in the World, p. 7

Phil.: Inner-City Academies, p. 18

Houston: H.S. for Engineering Professions, p. 16

Dallas: Skyline Career Development Center/magnet schools, p. 22

Norwood: Raytheon Data Systems, Project Access, p. 32

NYC: Citibank-King Office Technology Project, p. 27

NYC: Partners for the Advancement of Electronics, p. 30

Rochester: Area Career Education Council, p. 37

Chicago: Ogilvy & Mather graphics, p. 56

Oakland: Success on the Move, p. 72

Chicago: Career Development Centers, p. 81

ADOPTION, CHICAGO STYLE

By Philip C. Franchine

Using the adopt-a-school idea, the city's business sector is pitching in to help solve problems in the public schools

Reprinted by permission of *American Education*, vol. 18, no. 6, July 1982.

Kevin Murray spent a week scraping in the dirt for bones, pottery, and arrowheads this spring. The eighth grader from Chicago's John Palmer School learned that the proper way to dig for artifacts is to scrape the soil very gently, a few millimeters at a time, so as not to break or damage any possible finds.

What Murray and his 12 Palmer schoolmates liked least about digging for bones at the Kampsville Archeological Center in Southern Illinois was that when they struck an artifact, they had to wash it off very slowly and carefully in ice-cold April stream water. The washing was necessary so that Kampsville staff archeologists could identify the objects and estimate their age, which might range up to 12,500 years.

The archeologists, said Murray, "explain how the Indians survived" in what is now Southern Illinois, describing "their tools, food, clothing, hunting, and homes," added Erich Schnauffer, another Palmer eighth grader. Murray, Schnauffer, and all the other Palmer seventh and eighth graders—known as the "Kampsville Kids"—have been enthusiastically detailing their adventures to parents, classmates, PTA gatherings, and visitors to the school since they returned from the site the first week in May.

At a recent presentation they produced photographs of the expedition, along with pottery and arrowheads they fashioned under the supervision of Kampsville staff. Their words tumbled over one another as they explained the routine at Kampsville: careful digging in the morning under the watchful eyes of the archeologists who are affiliated with Northwestern University; lectures on ancient history and archeology in the afternoon; nature hikes and storytelling in the evening.

The idea for the trip came from a business official who had been assisting Palmer through the Adopt-A-School program organized by the Chicago Board of Education. Larry Martin, an official of Bankers Life and Casualty Insurance

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Mr. Franchine is a free-lance writer in the Chicago area.

Company and an amateur archeologist, had given three lectures to Palmer students and had led two field trips to Chicago museum exhibits during the fall and winter as part of Bankers Life's adoption of Palmer School. The students responded so enthusiastically to Martin's talks about artifacts and experiences he has collected around the world that he proposed a field trip to Kampsville and helped secure funding.

The Outsider's Advantage

Martin's imagination and Bankers' support illustrate how the private sector has been contributing to schools through the Adopt-A-School program by bringing the energy of volunteers, the fresh approach of outsiders, a different set of contacts outside the school system, and occasional donations of equipment or money.

The much ballyhooed Chicago program was created by Dr. Ruth Love, general superintendent of the city's public schools, last June. It offers Chicago businesses a first-hand look at the schools in hopes of building broader support for public education. Equally important, it was designed to bring new resources and energy into a school system wracked in recent years by enormous deficits and resultant budget cuts, divisive power struggles on the Board, a seemingly interminable court battle over desegregation, nagging absenteeism, and the highest drop-out rate in the country.

Although it is early to make conclusive judgments on the success of the program, it has already surpassed one goal in attracting 73 adopting agencies, almost three times the first-year target of 25 set by Dr. Love.

Adopt-A- School coordinator Al Sterling has done no "knocking on doors" to sell the program. He's had his hands full making matches among the businesses and schools attracted by Dr. Love's promotional efforts.

Adopting agencies include such big names as Eastern Airlines, Motorola, Saks Fifth Avenue, The Chicago *Tribune*, CNA Insurance and New York Life Insurance companies, Inland Steel, Skidmore, Owings and Merrill, Commonwealth Edison, Leo Burnett and Company, McGraw-Hill Book Company and Harcourt, Brace and Jovanovich.

> **"Just having someone from the outside come in and look at their operations and ask questions has helped the school. . . ."**

Other sponsors include the American Chemical Society, the Bucktown Businessmen's Association, the Chicago Public Library, the U.S. Department of Health and Human Services, several universities, many hospitals, several social service and education agencies, and countless small and medium-sized businesses.

The 73 agencies have developed 112 relationships with 86 schools (taking into account multiple adoptions). Among the programs are: tutors and donated computer terminals; a multi-faceted schoolwide attendance program; a mock energy-planning program for a small chunk of the city; an advertising competition aimed at reducing such youth problems as crime, drug abuse, and gang recruitment; and a sports-health program. Also, a mock health care survey for a hospital; presentations on nutrition and cost- and quality-control; help in publishing a school newspaper; much career education, including resumé-writing and interview skills programs; family counseling for families of immigrant students; expanded work-study programs; and numerous donations of equipment, services, and money.

"Adopt-a-school programs in other cities tend to focus strictly on career and vocational education programs," explains the ebullient Sterling. "Some companies invite the students to one corporate meeting a year or help them with a single fund-raising event. It's often a one-shot deal. We want the companies involved on a regular basis."

Concentrate on the Basics

"Our focus is strictly on basic skills. We stress this with every company: that they emphasize reading, writing, and math. In the Palmer School, for example, you can tell those students' vocabularies have expanded tremendously as they've been learning archeology terms," explains Sterling.

Originally the program was aimed at high schools, which tend to receive less support from such outside sources as federal funds and parents' fund-raising efforts. High schools are required to supply Sterling with a list of education needs, and elementary schools are free to do the same.

The rapid growth of Adopt-A-School has meant that Sterling has had little time to do more than play matchmaker between businesses, which often have no idea how they can help, and schools, which often don't know what to ask of outsiders.

Sterling usually matches up a school and a business based on his files. He meets with representatives of each and explains the goals: that the program emphasize basic skills, that it involve regular contact between the business and a specified group of students, and that both parties agree on an action plan and meet with him to discuss it.

Many adoptions actually formalize earlier, less structured relationships. Palmer's principal Mary Jean Spillane calls Bankers' adoption of Palmer last summer "the latest chapter in an old and fond relationship."

After the adoption Bankers' human resources department, charged with developing a program, contacted Larry Martin, a vice president for real estate. "As a start to the adoption program we decided that I would go in and teach a class in archeology," recalls Martin. "Our idea was that if we had a corporate officer involved, it would generate some publicity within the company and eventually encourage others to participate."

Expertise and Enthusiasm

Martin, who serves on the board of directors of the Center for American Archeology (which operates the Kampsville Center) and who spent time on a dig in Africa last summer, reviewed Palmer's sixth, seventh, and eighth grade history and science textbooks before school started last fall. (He noted with interest that one text devoted two pages to Kampsville.) Using his own knowledge and experiences, Martin tailored lectures to the middle school level, and wrote up a glossary of archeology terms which Palmer teachers distributed to the students. He gave the lectures to the middle-level classes during the fall and winter, and then led them on field trips to the Stone Age and Egyptian exhibits at the Field Museum of Natural History.

"It's a way to make history come alive," says Martin. "This kind of program really helps the teachers, who are classroom-bound all day and rarely have time to develop outside programs."

When the Chicago field trips generated considerable enthusiasm among the students, Martin suggested that the school send some students to Kampsville. The archeological center hosts numerous junior high, high school, and senior citizen groups for a minimum of a week. "Archeology is probably one of the few disciplines in which young people can get hands-on experience and actually help with the research," points out Martin. He helped secure funding from Bankers Life for a week-long visit and the students, one teacher, one parent, and one intern with the Adopt-A-School program headed out. Because not all seventh and eighth grade students could go, the participants were chosen by lottery.

The students have been telling about the trip ever since and the explanations have matured them, according to Principal Spillane. "The 'Kampsville Kids' know they have something important to tell people about, and they are learning to be more expressive."

Spillane is hoping for similar results from Bankers' second project, perhaps more conventional as a way businesses can aid schools. In the second program, dubbed "cash in, cash out," small groups of students tour Bankers Life offices, following the path taken by a typical policyholder's monthly premium payment. At each stop a manager or supervisor explains what the department does and how it fits into the corporate picture—emphasizing the skills required to perform tasks like the computing of actuarial tables, the running of computer billing operations, or the writing of booklets which explain coverage to policyholders. Planning for this project has already produced a glossary of business terms.

"The Palmer school is but one among 86 Chicago schools and Bankers Life one of 73 adopters in the program."

The Palmer school is but one among 86 Chicago schools and Bankers Life is one of 73 adopters in the program. Among the 112 relationships are imaginative answers to needs. As a sampling:

Computers for Lunch

• At Lindblom Technical High School, a science and engineering oriented school on the South Side, the adoption by Digital Equipment Corporation starts paying dividends at 7 a.m. most school days. That's the time Mitchell Duncan, a senior computer programing student, arrives at the computer lab. He comes in almost an hour before classes start in order to get time on one of the two video-display computer terminals donated by Digital to Lindblom's computer lab. The video-displays—along with three older terminals, all of which which print out programs on paper—are connected to the Board of Education's computer downtown. All five (one of which is tied up as a card-reader for the unpopular old keypunch machines) are kept busy by the 150 computer programing students at Lindblom.

During a recent impromptu visit to the lab during lunch time, each was in action. Duncan, who is developing a computer dating program with fellow senior Edward Wu, was translating questions from a dating survey into the BASIC language. Students' knowledge of BASIC has been improved by Digital's donation of 60 copies of the manual *Introduction to BASIC.* According to senior Francine Williams, "The manual explains BASIC more thoroughly than the course textbook." The latter emphasizes FORTRAN, a more specialized and somewhat outmoded language.

Digital official Al Hill had planned at first to meet with Lindblom students and faculty frequently as part of the adoption, but the long commute from the firm's offices in northwest suburban Rolling Meadows made that plan impractical. Fortunately, Lindblom, a magnet school, draws highly motivated students from the southern half of Chicago, so the machines and books are put to good use. Lindblom's student body is about 90 percent black, with a sprinkling of Asian Americans and others. About 85 percent of Lindblom graduates enter four-year colleges.

Digital plans to expand its donation next year by giving 14 more terminals. This addition may "force" the computer program, which is in great demand by students, to move to more spacious quarters from its current cramped room.

Help from Tutors

• Tilden High School needs help in basic skills. Peoples Energy Company (the local gas utility) wanted to work on reading and mathematics. Together they came up with a turoring program which involves 20 gas company employees from a variety of departments, each giving an hour and 20 minutes twice a week to the program.

The program demonstrates some of the best aspects of outside involvement in the schools and some of the problems educators may have in integrating outside resources into the curriculum. Tilden, located on the South Side, has students from predominantly working-class and poverty-level families, according to its principal Norbert Hodanick. The student body is roughly 82 percent black, ten percent Hispanic and eight percent white.

A recent tutoring session began with ten mathematics students greeting tutors Ron Turner and Cynthia Newell outside the room, kidding them about needing hall passes. The duo, young, black, and successful, command obvious respect from the students.

The small size of the group enables Turner and Newell to give plenty of personal attention to each student. They use a mixture of exhortation and needling, Newell calling out once "You better learn fractions now, Dwayne, 'cause you sure won't learn them after high school," which drew giggles from all.

With no formal training in education (Turner works in the corporate communications department and recently completed an accounting degree, and Newell is secretary to the general superintendent), they are poised, well prepared for the lessons, and obviously enjoy working with the students.

Although the exact effects of the program are hard to measure, mathematics department head Christine Krupa observes, "I have noticed a kind of maturity on the part of the math students being tutored. They aren't afraid to tackle brainteasers. They are more adventurous and confident of themselves than before."

The reading sessions have also benefited students, says English department head Elizabeth Brennan. "The tutors have a good rapport with the students. There are some students who never miss a tutoring session. This kind of program is what teachers have been calling for all along. We've been saying that if we could get small groups and time for individual attention we'll get results," Brennan adds.

Brennan says the students in the reading sessions were also developing confidence about reading new materials and reading in front of a class.

However, there have been problems. First, the tutoring sessions were scheduled during the students' regular math and English classes. As a remedy, Krupa and Brennan have tentatively planned, with Hodanick's blessing, to schedule freshmen into tutoring sessions next fall in place of study halls so no class time will be missed.

Second, teachers and tutors have not had time for regular contact so far. "We'd like to assign a teacher to supervise the tutoring sessions," says Krupa. "This would help the tutors develop better lesson plans, give them time to set specific goals, and eliminate administrative chores such as taking attendance. It would also help the tutors get some professional advice when they have questions."

"Adopt-a-school offers Chicago businesses a first-hand look at the schools. . . ."

Despite the snags, Krupa feels that "things are definitely going better. It's a worthwhile program. In fact, we're hoping the gas company will help us next year in the area of computer programing and with a schoolwide attendance program."

Checking Who Is Absent

• Attendance was the overriding problem at Benito Juarez High School, according to its principal, Richard Schnettler. Illinois Bell Telephone decided to try improving Juarez' attendance, which averaged 81 percent in the 1980–81 school year.

Bell kicked off a variety of programs by organizing a "call squad" of bilingual volunteers from within the company. The volunteers called the homes of absent children each morning after 9 a.m. after getting attendance records through the Board of Education's computer. Most calls confirmed legitimate absences, but many alerted parents to children playing hooky.

As the call squad was working on the attendance problem, Schnettler asked Bell for help in improving school spirit, which he felt could be boosted by an instrumental and vocal music program geared to the culture of the predominantly Mexican-American student body. He had tried in the past to hire a music teacher with special knowledge of Hispanic popular and folk music, but his requests had not been approved by the Board of Education. He passed his problem along to Illinois Bell.

Detailing what happened next, Francine Smith, Bell's director of education relations, recalls, "I phoned the Board of Education and explained that this request was part of our adoption of Juarez, and the request went through. Sometimes we in the business community have a certain clout downtown." Schnettler handpicked a music teacher and the fledgling music program is now underway.

In order to keep parents better informed about their school, Bell has printed and mailed newsletters and grade reports, and is publishing a handbook in Spanish and English for parents and community members.

The results of the attendance program have been dramatic. The 81 percent attendance rate of last year has been raised to 87 percent for September 1981 to May 1982. The call squad program has been turned over to the school. Bell hopes to make the paperwork involved in attendance-taking less burdensome as well. "Just having someone from the outside come in and look at their operations and ask questions has helped the school," says Smith. "It's given the staff at Juarez an opportunity to examine what they've been doing."

Bell is helping plan and may staff a freshman orientation tour in late summer, which Schnettler says will turn at least one day of confusion into a day of classes for the newcomers.

Schnettler hopes to set up a mock business office next year, featuring up-to-date word processors and business computers. "I hear from business people that too many Chicago public school graduates are not prepared to go into a modern office," he says. Asked where the machinery would come from, Schettler laughs, "We're open to donations."

Ad Campaigning

• Roberto Clemente High School was adopted by Ogilvie and Mather, an advertising agency. Ogilvie officials spent five months teaching Clemente sophomores how an advertising agency works and explaining functions like marketing surveys, needs analyses, promotions, and media analyses.

The students were divided up into teams and given the assignment of acting as the advertising agency, with Ogilvie as their client. The teams had to do everything from naming themselves as an advertising firm to interviewing 250 people in the community in order to pinpoint a concern which would serve as a focus for an advertising campaign. Each team was given a theoretical budget of $250,000.

After a month of work, the teams were assembled to make presentations to a panel of distinguished judges, including Chicago author Studs Terkel and top officials of Ogilvie and Mather. For two and a half hours the teams made impassioned presentations on such community problems as drugs, crime, and recruitment by street gangs. They presented proposed billboards, signs, and advertising copy for both print and electronic media.

Mixing Studies and Careers

• What are Sullivan High School seniors most concerned about? At a time of skyrocketing college costs, many in the polyglot North Side school are thinking about fulltime jobs, although they should be thinking about careers, said Jackie Davis.

Davis, a vocational counselor with Women's American ORT, a branch of the worldwide Jewish organization, tapped the interest in jobs by offering a range of career education activities, including mock job interviews. ORT (Organization for Rehabilitation through Training) adopted Sullivan.

Davis and other ORT volunteers met with seniors in shifts, once a week for four weeks. Davis started off her sessions with needs assessments. "There's a real problem in this country—neither children nor adults are taught to assess their skills and talents. They're not taught how to match those up with their studies or the jobs they seek," says Davis, who ran her workshops with the students in the same brisk, no-nonsense manner she uses with adults.

She heightened interest by turning the tables on students, asking them to conduct mock job interviews with ORT volunteers. These exercises were videotaped by the Board of Education, enabling the students to get a quick reading of their own strengths and weaknesses. "I knew I really had the students one day when the bell rang and they didn't get up, but just kept asking questions," Davis recalls.

She channeled the enthusiasm over the job search into basic skills by requiring students to draw up resumes, fill out job applications, and read classified ads in the newspapers.

The seniors were so impressed with the program that they urged that it be extended to include underclassmen next year. That idea is heartily endorsed by business education teacher Carolyn Starling, who coordinated the program for Sullivan. "This time of year it really comes home to seniors," she points out. "I'd like to drive it home with the underclassmen. I'd like them to get the benefit of this kind of activity sooner, so they could tailor some of what I call their 'free education' toward their real skills and strengths."

ORT and Sullivan are exploring an expanded program next year, possibly to include a segment in basic living skills such as drawing up a personal budget, reading a lease or purchase contract, and doing comparison shopping.

Starling hopes the Adopt-A-School program can solve another problem—the fact that many city kids lack exposure to successful, career-oriented people. "Many Sullivan students, and I'm not speaking simply about black or minority students, lack exposure to people who have succeeded in careers."

A Grab Bag of Projects

Some Sullivan students may get that exposure from their other adoptive "parent," First Federal Savings and Loan of Chicago. First Federal has adopted the 500 students in business education classes and about 150 students in the TESL (Teaching of English as a Second Language) program.

First Federal's program thus far is a grab-bag of projects and activities. The company arranged and paid for a bus tour for TESL students of Chicago cultural centers, including the Art Institute of Chicago and Field Museum of Natural History. "We knew that getting acquainted with these museums was something that would be very difficult for these students," explains Tyrone Bonds, manager of employment for First Federal. Bonds has also taken the students on a tour of First Federal. The company has hired a bilingual Hispanic and a bilingual Soviet Jewish student to work part time in its Rogers Park branch.

The company has also repaired about 25 typewriters which had been gathering dust instead of serving business education students and has run a careers day for Sullivan students.

Why do companies get involved? Although some company spokesmen say they have a direct stake in the schools, which will provide their future labor pool, this may be a rationalization. "You can't justify every nickel in business terms," says Tim Burns, senior vice president for marketing at First Federal. "We donate staff time to a variety of civic projects. We picked Sullivan because they are rich with ethnic backgrounds and reflect the diversity of our clientele."

The Reasons behind Adoptions

There has been a long history of civic activism by Chicago businesses, but it has mostly been confined to top corporate officers. Adopt-A-School allows employees at various levels to do good deeds. Some get release-time from their firms and some do not, but most get recognition through company newsletters and ceremonial events.

Employees at all levels seem eager to help. Darlene Redfield, senior personnel representative at Harris Trust and Savings Bank and herself a graduate of Chicago public schools, reflects on her role. "It's been rewarding for me because it's different, it's challenging, and I feel I'm contributing."

The citywide nature of Adopt-A-School and the good media coverage it has gotten have put a little more pressure on companies to expand previous commitments. Harris and CNA Insurance company, among others, have been working to expand existing career education and tutoring programs and to include more frequent contact with students and more basic skills development.

Dr. Love and coordinator Sterling plan to reward participants with a luncheon late in May, hosted by the Chicago *Tribune*, which has adopted the Field School.

Sterling has been collecting detailed evaluations from both businesses and schools. Based on the collected evaluations, Sterling rated the program a success while admitting there have been "growing pains," which include some programs short on basic skills emphasis. He plans to spread the word on successful programs through either a publication or a series of workshops. Sterling also said he was willing to serve as contact person for a possible national conference on adopt-a-school programs. He plans to involve 150 businesses next year and wants all 600 Chicago public schools adopted within five years.

Such growth would please Dr. Love, who is trying to generate business support for a tax increase. On that front, Love says, "Although the results are not yet certain, already I can say that businesses are much more willing to support the schools, even for a tax increase which is not popular. Business people have found out [through the Adopt-A-School program] that the schools are not as bad as they think, although they're not as good as we'd like them to be."

The organized business community is cautiously optimistic about the program. Warren Bacon, manager of community relations for Inland Steel and one of the first blacks to serve on the Chicago Board of Education, says, "It's a very positive activity. Anything that brings the business community together with the public schools will have some long-term benefits, by focusing interest on the public schools." He adds a cautionary note, saying "It's gotten off to an unexpected level of success. An original concern was to go slow and minimize missteps. There have to be the resources there to make sure it grows properly." *

FOR MORE INFORMATION

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THE ST. LOUIS SCHOOL PARTNERSHIP PROGRAM: A LOCAL SOLUTION TO A NATIONAL PROBLEM

Ronald Stodghill
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The School Partnership Program: Needs and Benefits

The establishment of the St. Louis School Partnership Program was a local response to problems that confront most urban school systems. Of these problems, one of the most important is the schism that divides the public elementary and secondary schools from other community organizations, such as business, cultural, and higher education institutions. Throughout the country, major corporations and universities are recruiting fewer city high school graduates. The unemployment rate for minority youth in urban areas is the highest for any one group seeking employment. Clearly, confidence in the quality of public education has declined--and not only on the part of the surrounding community. Students and teachers themselves question the relationship between course work and the skills that outside institutions demand. Teachers need the opportunity to learn the latest advancements in their field and how to apply them in the classroom. The consequences are clear. Graduates of urban high schools are less competitive with their suburban counterparts when seeking employment or placement in higher education. The Partnership Program, then, is a local solution to the national problem of bridging the gap between the public schools and community resources.

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In a system that enrolls 59,000 students, of whom 80% are black and 20% are white, the St. Louis School Partnership Program has also provided support services in the desegregation of the St. Louis schools. A goal of Partnership programs is to mix students from segregated schools with students of another race and to enhance the ability of integrated schools and specialty programs, such as magnet schools, to attract and maintain a favorable racial mix for students and staff. The Partnership Program also reduces racial isolation by providing students with the opportunity to visit business and cultural sites outside their neighborhoods, as well as to work with business, cultural, and university personnel of another race. This involvement of prestigious businesses, cultural institutions, and universities in the Partnership Program indicates to the community that civic leaders support the desegregation process and want to hold the community together. This past year, the administration for the Partnership Program expanded the number of programs to include students from five St. Louis County Districts who are participating in a Voluntary Metropolitan Desegregation Plan.

The programs are designed to address the Board of Education's priorities: strengthen academic achievement, assist in staff development, raise teacher morale, reduce racial isolation, improve student behavior and attitudes, and promote better relations with the community. This means benefits for all Partnership participants. For students, the Partnership programs demonstrate how information and skills acquired in school are applied in different work situations; they provide information about careers and employment, as well as supplementary materials unavailable in the classroom; and they show that metropolitan business people and personnel care about them and their future. For teachers, the programs strengthen skills by pairing them with experts in their field, reinforce classroom presentations, improve the attitudes and behavior of their students, and raise morale by providing support from fellow professionals. For business people, the Partnership programs provide an opportunity to contribute to the education of tomorrow's work force and to demonstrate their dedication to making St. Louis a better community.

The Development and Growth of the School Partnership Program

In St. Louis, the School Partnership Program began early in 1979 when the Danforth Foundation provided funds for the Board of Education to hire Dr. Roger Perry of Washington University as a consultant. At the time, planning for the desegregation of the St. Louis Public Schools was underway. With the assistance of Superintendent Dr. Robert Wentz, Dr. Perry initiated the first Partnership programs in fall, 1979, with approximately ten pilot programs during 1979-80. In recruiting corporate sponsors for these first programs, Dr. Perry made presentations to Civic Progress, a group of 29 St. Louis based companies, and obtained introductions from the Regional Commerce and Growth Associations to other potential corporate sponsors. Thus, the St. Louis School Partnership Program was initiated by the school system and without funding from a Chamber of Commerce or a corporate group. The subsequent recruitment of businesses was accomplished by contacting individual companies. The task was time consuming but ultimately successful. Initially, there was some consideration of using an Adopt-a-School approach in which a school would be paired with a single company. Although that was attempted in a few instances, it was abandoned as a formal method of recruitment when resistance to this approach appeared in the corporate community.

During 1980-81, there were 140 programs with 62 community sponsors, of which 50 were businesses. Approximately, 6,000 students participated. During this past year, the Partnership Program experienced dramatic growth with 350 programs and a total of 1,811 sessions. One hundred institutions in the business, cultural, and university communities participated in partnerships that served 12,669 students from grades K-12 in 84 schools. An additional 30 Partnership programs involved 1,500 county students.

A recent administrative reorganization in the St. Louis Public Schools has consolidated all of the programs that involve the business community, including Vocational Schools, Career Education, the Work-Study Program, the Community Schools, and the Partnership Program. A Corporate Advisory Board of Chief Executive Officers has been formed to advise the Associate Superintendent who supervises this unit. This reorganization acknowledges the important role which the business community should have in improving urban public education.

Although different national models exist, the St. Louis School Partnership Program is unique in the way it has concentrated on using business expertise to reinforce the teacher's curricular goals and in the breadth of its programs that include cultural agencies, universities, and colleges as sponsors. These unique achievements of the Partnership Program have received national recognition. In 1981, the National Association of

Industry-Education Cooperation awarded its Utilization Award to the Partnership Program. More recently, the American Council of Life Insurance has awarded the administration of the Partnership Program a contract to write a handbook for its member companies that will encourage and assist them in initiating or improving partnerships with local high schools. In May, 1982, the Partnerships's Sister Cities Program received a Special Youth Award from Sister Cities International and the Readers Digest Foundation. The Partnership program also has been included in the Project Data Bank of the President's Task Force on Private Sector Initiatives. And each month the Partnership Program office receives inquiries from across the country.

Funding

The funding for the School Partnership Program has come from three sources: federal, state, and local. The budget for this past year was approximately $350,000. The federal contribution paid the salaries of full-time staff persons and a portion of the contracted services used for programs with nonbusiness sponsors. The state's share, from a desegregation budget, was used primarily to pay the salaries of part-time staff and all other contracted services. The balance came from the Board of Education's desegregation budget to pay the Program's operating costs and to provide teachers' stipends for planning activities after school hours.

It is important to recognize that the Partnership Program can generate enough income to pay for itself. During 1980-81, the first year the Program had a full-time staff, the in kind contributions, matching funds, and grants totaled $160,000. The tally for the current year has not been completed yet, but since the number of programs has more than doubled, one can assume that the total for in kind contributions will increase considerably. Also during this past year, the Partnership Program has received a minimum of $16,000 in matching funds from the cultural agencies which sponsored programs. The Partnership Program has collaborated with some of these agencies in the preparation of grant proposals by providing information and by promising in kind contributions when grants are awarded. These grant proposals total approximately $150,000. As a result of a recent court ruling, these in kind contributions and matching funds may be used by the Board as part of its matching contribution to the State's share of desegregation costs. The Board, therefore, not only receives services for students which it could not otherwise afford, but also receives a return in real dollars. Although the Partnership Program does not request funds or materials from participating businesses, it has on occasion received materials; for example, a local television station, after participating in a Partnership program with the mass media specialty, offered the program editing equipment valued at $3,000. In terms of its funding, then, the School Partnership Program demonstrates that it can pay for itself by way of services provided and income generated.

How Partnership Programs Are Developed

Partnerships in Business

The development of a school/business partnership is a cooperative venture in which the teacher, business persons, students, and Partnership staff all have key roles. A description of the method used to develop such a partnership follows:

The Partnership Program is voluntary, with principals at all grade levels being invited to take advantage of the services offered by the Partnership staff. When a principal accepts this invitation, a member of the Partnership staff meets with a teacher or group of teachers whom the principal has identified. Together they explore ways in which an outside resource person could reinforce the material which the teacher presents in the classroom. The staff person then drafts a two- or three-page proposal outlining a series of program sessions with suggested topics and activities. The teacher may draft this proposal, but is not required to do so. The teacher, however, must review and approve the proposal before the Partnership staff presents it to a potential sponsor.

The next step is for the Partnership staff to recruit a business that will agree to have its employees work in the classroom with the teacher and students. Businesses are recruited in a variety of ways; but for the most part, in large corporations the person in charge of public relations or community affairs is contacted. A telephone call requesting an appointment to discuss the Partnership Program is usually successful because the business person rarely declines this form of initial contact. (Direct mail efforts have been less successful.) After successful partnerships have been established with some well known companies, credibility with others is easier to establish. The attitude seems to be: "If Monsanto or Pet, Inc. is involved, it must be a legitimate operation."

In the initial approach to the company, it is essential to specify what is wanted from the company and to be able to explain the proposal in fifteen minutes. It must be stressed that the proposal is a draft subject to change. If the company's resources are sufficient, the participation of more than one employee in the program may be suggested. Often the content of the program will require the expertise of different people from several departments within the company, with one of them serving as the company's coordinator for the program. When the company agrees to participate, the teacher should be brought in to discuss the final draft of the program with the participants. This is a crucial stage in the program's development, in that the principal participants are meeting for the first time, with teacher and business person deciding together what they want to accomplish in the program. During this process, the Partnership staff play an important catalyst role, drawing on past experience with other programs to suggest approaches that work, yet allowing the teacher to maintain control of the program. Indeed, the process requires considerable diplomacy and finesse.

When the program's content and the logistical details have been worked out, the staff person from the Partnership Program continues to provide liaison services and to monitor the progress of the program. It is not uncommon for the original schedule to change in order to accommodate the resource person's changing work schedule. In most programs, this has not been a major problem; in fact, such flexibility in scheduling has been an attractive feature in the program for business sponsors. The average program includes six weekly one-hour sessions. At the conclusion of each program, an effort is made to provide a recognition ceremony so that the teacher and students may express their appreciation.

This schematic outline becomes meaningful when activities and outcomes of specific programs are delineated. For instance, a Partnership Program at one middle school involved a classroom of sixth and seventh graders and the public relations firm of Aaron D. Cushman and Associates. The Vice President/General Manager of Cushman and an account executive planned a program in conjunction with a teacher to teach students skills needed to conduct a successful public relations campaign. The program had two stages: in the first, the Cushman representatives came into the classroom four times to explain various functions of a public relations firm, showing how various media are used, how research is conducted and how the economics work. In the second stage, the class of thirty students was divided into three teams of ten students each. Each team became an agency, choosing a name, designing a logo for itself, and selecting a student account executive and an art director. The teacher decided that each agency would receive an imaginary budget of $2,500 to develop a public relations campaign using a "Clean Up the Neighborhood" theme. In computing the cost of their campaign, students were required to keep a ledger and to pay a salary to themselves, as well as to the teacher when consulted. Cushman representatives came in periodically over a four-week period to serve as additional consultants. The students knew that on a specific date each agency's work would be judged by an outside team of neighborhood representatives and members of the Mayor's staff, resulting in one agency being given the account.

The students used their time to write press releases and design posters, T-shirts, and other promotional materials. Incidentally, the students' campaigns coincided with an actual city-wide campaign to clean up the city, and the Mayor came to the classroom to congratulate the students on their effort to clean up their neighborhood; these students had a rare opportunity to see representatives of the media in action when accompanying TV and newspaper reporters interviewed them. At the conclusion of the program, each agency presented its campaign to a panel of outside judges. Although only one agency was given the account, all the students received certificates designating them as account executives. In this single project, students used skills directly related to language arts, social studies, mathematics, and art. Working as a team, the students employed organizational skills to complete a sophisticated project and amazed the representatives from Aaron D. Cushman with the results.

A second Partnership program involved high school students, the LaSalle Park Redevelopment Corporation (a subsidiary of Ralston Purina), and a Neighborhood Marketing Service specializing in housing in redeveloped neighborhoods. The latter agency asked the Partnership Program if it would be possible to have students serve as guides for public tours of city neighborhoods during National Preservation Week. Preparation for their guide duty provided students with a unique educational opportunity. In an intense two-week program, the students met with representatives from Ralston Purina to discuss that corporation's role in redeveloping a neighborhood, toured several neighborhoods undergoing restoration, and met with the president of the neighborhood association and with developers, to discuss the economics of redevelopment. From these sessions, the students compiled the information they needed to develop a tour and commentary for the Preservation Week activities. A class of county students taking a course on American cities joined with city students for two of the classroom sessions and then returned during Preservation Week as guides for the tour. For the last session, a newspaper editor specializing in neighborhood redevelopment interviewed the students for the purpose of featuring their project in his publication. By the end of the program, the students had received instruction in urban sociology, economics, communications, and leadership.

Some Partnership programs, such as banking programs emphasizing mathematics and life skills, easily lend themselves to replication. This past year, fourteen banks participated in programs with class levels ranging from grades 5-8 to high school. For the most part, all of the programs covered basically the same topics, but each had its own activities, often suggested by the participating bankers. One bank, for example, had students write advertising slogans that were later used as radio commercials. Another provided an opportunity for eighth graders to spend the morning at various work stations in the bank. One class went through a formal loan application to borrow money for a class project while another opened an account in order to deposit its savings for a class trip.

On one occasion, a Partnership Program between a class of thirty high school students and a local television station evolved into a course.

The fact that the high school had a quarter system made it possible to design a ten-week curriculum. The objective of the class was to have three teams of students write and produce a fifteen minute newscast. Each week different representatives from the news department--editors, producers, anchor persons; news, sports, and weather reporters--came to the school to teach their respective specialties. The teacher supervised the students' work and taught additional sessions. At the end of the quarter, each news team had its presentation videotaped, and portions were broadcast as a feature story during the station's evening newscast. Students received grades based on their performances.

The most notable example of a single company's commitment to the Partnership Program has been Monsanto's partnership with Southwest High School. Since its beginning in 1980, the number of programs and participants have grown. Monsanto has provided seventy staff members to participate in programs in accounting, biology, chemistry, physics, algebra, computer science, office machines, mathematics, and study skills. At the end of the school year, Monsanto sponsors a two-week summer program in computer science for selected students who go to Monsanto for three hours each morning.

Several businesses, including Monsanto, have provided programs designed for teachers and administrators. McDonnell-Douglas has opened its management seminars to certain high school administrators and is allowing teachers to enroll free in courses, such as computer science, mathematics, and writing, which it provides for its employees. Monsanto sponsored an organizational development specialist to work two days a month throughout the year with a cadre of administrators, department heads, and counselors at a high school, to restructure the way that school operated and made decisions. In the same school, Anheuser-Busch provided twenty management consultant days to train key high school administrators to work effectively in the new structure.

All of these programs are examples of how business partnerships can improve the education of students at all grade levels. The possibilities inherent in the programs are limited only by our imagination and willingness to make them work.

Partnerships in the Arts and Humanities

The development of Partnership programs in the arts and humanities in St. Louis provides a particularly fine example of what we mean by a local solution to a national problem. In 1964, the Commission on the Humanities reported: "The task before us in the humanities is no overnight job. For the ills of our schools there is no quick cure. But there is no reason for dismay or delay." In 1980, the Rockefeller Foundation's Commission on the Humanities, referring to the 1964 report, was less sanguine: "There has been delay, and there is now ample reason for dismay." In stating the priorities for American education and cultural life in the 1980s, the Rockefeller Commission's mandate is clear: educators must reaffirm the value of the humanities and there must be collaboration among educational and cultural institutions and the sources of support for the humanities. While the Commission's Report in 1964 led to the creation of two large federal agencies--the National Endowments for the Humanities and for the Arts--the 1980 Report emphasizes the importance of local leadership and collaboration. The Commission proposes a "shared responsibility" because it believes that "the humanities" best hope for the future lies in collaboration among many individuals and institutions.

The St. Louis School Partnership Program has developed a local strategy for this shared responsibility and collaboration in strengthening the arts and humanities in education. The mechanism for this collaboration is relatively simple. It is absolutely essential that there be a liaison between teachers in the classroom and the education staff of a cultural agency. This liaison must understand the needs of teachers and be able to work quickly and effectively with resource people in satisfying these needs. Even if a cultural institution wants to cooperate with the schools, its proposals and suggestions stand a good chance of dying a quiet death in the system's bureaucratic channels. There is a need, therefore, for a person who has contacts with cultural agencies, who is aware of the needs of teachers, and who has their trust. The cultural educator appreciates and values this ready access to the schools. Just recently a curator wrote to me: "As important as funding is, it was the dedication and skill of the Partnership personnel that were most responsible for the success of our joint venture in the St. Louis Public Schools." Kits and prepackaged materials are not a satisfactory substitute for this person-to-person contact.

In 1980-81, the School Partnership Program collaborated with ten cultural agencies including the Art Museum, the Symphony, Dance St. Louis, the Missouri Botanical Garden, and Young Audiences. The result was the establishment and implementation of 52 programs in which 2,514 students from 32 schools participated. The average cost for each student participating in a program was $12.00. For 1981-82, the figures were even more impressive. This past year, 16 cultural agencies provided 120 programs with 6,000 participants from 65 schools at an average cost of $8.50 per student. Thus, the number of students, schools, and programs more than doubled this past year while the cost per student declined.

The School Partnership Program has collaborated with cultural institutions in five major ways:

1) disseminating information about cultural resources available to schools

2) developing education programs that reflect the curricular goals of teachers

3) forming outreach programs that bring cultural resources into the classroom

4) cooperating in funding efforts and in developing pilot programs

5) reducing racial isolation of students and improving professional development and staff morale in the schools

Brief examples of Partnership collaboration for each of these categories follow.

Dissemination of Information About Cultural Resources Available to Schools. The Partnership Program staff has worked with curriculum committees and with individual teachers at all grade levels to assist them in using available cultural resources to achieve their instructional objectives. For the past two years the Partnership Program has published and distributed to teachers over 5,000 copies of a Teacher's and Administrators' Guide to Educational Programs at Cultural Institutions Throughout Greater St. Louis. This Guide is a compilation of the materials and services, with information on their cost and availability, which twenty cultural institutions offer to teachers. Many of these materials can be obtained by mail and are free to the user. The Guide is an improvement over the individual brochure prepared by each agency which is easily misplaced or which may never reach the teachers. To facilitate the use of the fifty-two page Guide, the Partnership Program sponsors a Cultural Resources Conference at which teacher representatives from every school can meet with educators from the twenty cultural institutions to discuss the resources available to them.

Development of Education Programs that Reflect the Curricular Goals of Teachers. A goal of the Partnership Program is to bring teachers and the education staffs of cultural institutions together to create programs that will make the arts and humanities an integral part of the "three R's." With budget cuts and increased attention being given to teacher accountability and to the "back to basics" movement, a danger exists that teachers and administrators will view the humanities as expensive frills instead of, in the words of the 1980 Commission on the Humanities, "part of a basic education, linking literacy to cognitive and critical skills." Teachers who do recognize that the arts and humanities should be an integral part of the "basics" will be more selective in choosing the cultural resources that help them achieve their curricular goals. But a large number of teachers, less familiar with the arts and humanistic disciplines, will abandon any effort to teach them. There is evidence already of such a trend, with attendance figures from local cultural institutions showing a student decline. The result of this trend is an isolation that neither teacher nor cultural agency desires. The Chairman of the Education Department of the Missouri Botanical Garden identified a key problem when she remarked that "while the St. Louis Metropolitan area is rich in cultural resources, it is often difficult to 'make the connection' between institutions and an individual teacher. That we do not reach more teachers and/or receive input from teachers as to how we can more effectively meet their needs is one of our greatest concerns."

The Partnership Program has provided the needed "connection" and has been effective in redesigning and developing resources that are relevant to the teacher's curricular goals. At the Missouri Botanical Garden, for example, the Education Department expressed an interest in providing programs that went beyond their usual offerings in science. The Partnership staff identified interested teachers and participated with them in planning sessions to develop a series of interdisciplinary programs. One such program was in creative writing: the Japanese Garden was used to teach students about the aesthetics of Japanese culture and to inspire students in their writing of haiku poetry. The best of their work was published by the Garden as a book, with illustrations and cover done by the students. Poetry selections from the book were transferred by the Garden's calligrapher to cards and placed in appropriate settings for public display during the Japanese Festival. This project so motivated the teacher that this year she involved all of her classes in the project. This has led to the publication of a second and larger book.

Other programs at the Garden involved the use of carnivorous plant exhibits as an inspiration for science fiction writing and the use of the herb garden to illustrate the importance of gardens and plant life in early American colonial literature. For next year, plans are under way for a series of programs for use in world culture classes that will focus on the relationship of plants to the economic, social, and political structure of different cultures. Without the liaison services of the Partnership Program, these programs would not have been developed and used in the schools.

Formation of Outreach Programs that Bring Cultural Resources into the Classroom. At some cultural institutions, contact with the schools has been very limited. Prior to its Partnership Program, the McDonnell Planetarium, for example, had offered Saturday classes to the public, tours of exhibits, and shows in the star chamber that were not designed specifically for children. Also prior to the Partnership Program, this important institution was under utilized as a learning resource. The Partnership Program persuaded and then assisted the Planetarium in the development of a multi-session program on the solar system in which part-time teachers from the Planetarium worked with teachers in the schools' classrooms to reinforce presentations made to students at the Planetarium.

At the Missouri Historical Society, a private institution, there were tours for students, some slide kits, and occasional one-time presentations for use in the classroom. As a result of Partnership Program collaboration, a program on local history allows middle school students to use materials taken from the Society's collections, such as reprints from newspapers, journals, city directories, and diaries, for classroom projects on St. Louis history. The Society's Education Department staff members go to the classroom to assist teachers and students with the projects.

This type of classroom involvement enables education departments in cultural agencies to better understand the needs and resources of their clientele. As a result, these outreach programs will be increasingly important in the future.

Cooperation in Funding Efforts and in Development of Pilot Programs. The majority of these cultural programs have been financed with monies from the contracted services fund of the Partnership Program. This past year approximately $45,000 was expended. Frequently these funds were used to match other sources of funding. As a result, the St. Louis Public Schools receive in kind contributions and matching funds that equal or exceed the amount expended for the program. Last year, for example, four of ten institutions reported in kind contributions and matching funds to the Partnership Program that totaled $20,000. There have been several instances in which matching funds would have been lost had there not been an agency in the schools which could respond quickly and effectively to these opportunities. Last year a reallocation of funds by the Missouri Arts Council provided for three artist-in-the schools programs for city schools, but the identification of schools, teachers, and students, as well as paperwork, had to be completed within three days to qualify for the grant. The Partnership Program was there to accomplish the task. On another occasion, the Mid-American Dance Company received a grant to give performances and workshops in the public schools. The grant was in danger of being lost when the director could find no school official to assist him in identifying interested schools and locating matching funds. Again, the Partnership Program provided the needed assistance.

The Partnership staff also has collaborated with cultural institutions in the preparation of grant proposals by providing information, in kind contributions, and matching funds. The Partnership Program, for example, worked with the St. Louis Art Museum to secure funding from the Missouri Arts Council for three elementary schools to participate in the Museum's Arts in the Basic Curriculum (ABC) program. This allowed the Partnership Program to use its available funds as a match to sponsor three additional schools for the ABC program. A Partnership program developed with the Missouri Historical Society, and piloted this past year, has resulted in a $70,000 grant proposal to NEH that has been well received in the initial review.

Once pilot programs are developed and refined, they are made available to all the school districts in the St. Louis metropolitan area.

Reduction of Racial Isolation of Students and Improvement of Professional Development and Staff Morale in the Schools. We have discovered, for example, that many of the programs' students, for the most part minority members, have never been to the Art Museum or to the Missouri Botanical Garden, both of which are located in the city and are considered to be major tourist attractions. An evaluation of students attending the ABC program at the Art museum revealed that 85% of the students wanted to return to the museum in the future.

This past year, students from a city high school have collaborated with a county high school, a participant in the voluntary desegregation plan, in a writing project at the Missouri Botanical Garden. The project is the editing and illustrating of student writings to be made into booklets.

In short, Partnership Program activities in all five categories cited above have contributed to improved communications between cultural agencies and the St. Louis Public Schools, as well as made available more relevant education programs in the arts and humanities.

The University Partnership

Of all the Partnership Programs, those with universities and colleges are the least developed. The decentralized administration of most universities and the independent status of the faculty make recruitment and coordination of programs difficult. We have found that private institutions are more likely to participate in programs without charging for contracted services. Faculty from Washington University and St. Louis University have participated in programs in foreign languages, chemistry, biology, and architectural drawing. Partnership programs with these institutions will continue to develop, but probably at a slower pace than those with businesses and cultural institutions.

Evaluation

The evaluation of the Partnership Program has taken two forms: two evaluations of the Partnership Program as a whole, as well as evaluations of individual programs. The most recent evaluation was completed this spring by Washington University. The results indicated that the Partnership Program has achieved its goals of improving academic achievement, reducing racial isolation, contributing to the professional development of teachers, improving student and staff morale, and making the community's perception of the public schools more positive:

1) 96% of the people who responded to the evaluation survey indicated a willingness to participate in the program next year.

2) 87% of the sponsors responding to the survey indicated that their participation was very worthwhile or extremely worthwhile.

3) 97% of the teachers indicated that they would like the same or more participation in next year's Partnership Program.

4) 62% of the teachers indicated that the Partnership Program was very useful or extremely useful in giving them more expertise in their subject area.

5) 60% of the sponsors had a higher or much higher opinion of the students in the St. Louis Schools after participating in the Partnership Program and fewer than 4% had a lower opinion of students.

Both sponsors and teachers, then, overwhelmingly endorsed their participation in the Partnership Program and indicated a desire to see it continue. A more limited evaluation of student opinion indicated a high degree of satisfaction, with 58% of them reporting that they were "more" of "much more" likely to attend school on the days of Partnership Program sessions.

The quantitative evaluation of particular programs to measure academic achievement is difficult because each program is individualized. Such an evaluation has been possible in some cases where the program has been standardized and large numbers of students have participated. At

McDonnell Planetarium, for example, a comparison of pre- and post-test scores of 600 elementary and middle school students indicated an improvement of 16%. Tests given to students in banking programs have also shown significant gains. One bank administered its own test to students to determine whether its participation in the Program was worthwhile. The results were so positive that the bank immediately decided to participate next year.

A sampling of remarks from sponsors, teachers, and students made during interviews or in written evaluations is equally encouraging:

> Sponsors
>
> "I was very impressed with the quality of students. They were polite, mature, and had their heads on straight. They were perfect guests. They are a plus for the school district." (IBM)
>
> "The kids really tried. Some were understanding things I didn't until college." (Sverdrup-Parcel)
>
> Teachers
>
> "A problem among students has been that their aspirations were not high enough. In this program they saw that it takes maturity, drive and hard work--not just smarts--to reach goals."
>
> "I thought it (the Program) was very relevant. It related to our understanding of our economic system."
>
> "We (sponsor and teacher) developed the outline together and geared it to what I was doing in the course."
>
> Students
>
> "When I first got here I was getting bad grades in social studies because I didn't understand it. But when we went down there they explained it better. I went from a D to a B."

> "I saw three successful engineers that came from my background. They were all young and came from different schools. I thought like wow! I can do that! They set an example. You want to pattern yourself after them."

In short, the School Partnership Program is viewed as an impressive success.

Our school/business partnership is a smash

By George H. Stainback,
Claiborne R. Winborne,
and S. John Davis

WHILE EVERYONE else seems to be gnashing their teeth over the shortage of mathematics and science teachers, we think we've come up with a workable partial solution. We've put together a modest industry/school partnership, and we think our prototype might work well for you, too.

First, some background. The town of West Point, Va., in the southeastern section of the state, has a population of approximately 2,500. The local school system, the Town of West Point Public Schools (K-12; enr.: 725), shares its school superintendent and administrative staff with the neighboring King William County Public Schools (K-12; enr.: 1,500). Like many small school systems, West Point began experiencing a decrease in the availability of qualified mathematics and science teachers at about the same time it realized it couldn't match the high salaries some large companies were offering. We decided not to fight industry, but to join forces with it.

A year ago, we approached the Chesapeake Corp. of Virginia, one of the area's major employers, about possible cooperation between the company and area schools. Founded in 1918, Chesapeake is a paper company with its corporate headquarters in West Point. Of its 2,500 employes, 900 work in West Point.

With the support and leadership of J. Carter Fox, president of the Chesapeake Corp., a seven-member study committee made up of school people and corporate managers was formed to explore the possibilities of an industry/school partnership. The group finally settled on a proposal for a Joint Employment Pilot Project. The cooperative plan is the first formalized project of its kind in Virginia.

As outlined in the contract we hammered out with Chesapeake officials (see accompanying article), the pilot project provides for an exchange of resources between the school system and the company. Beginning later this month, Chesapeake will provide the schools a professional engineer to teach three classes a day in advanced mathematics (probabilities and statistics) and in computer science at the 300-student West Point High School. (The engineer will have received school training in various instruction methods by the time the semester starts.) Because of the special nature of this pilot project, the state has waived the normal teaching certification requirements for the corporate engineer.

In return, here's what the West Point schools will provide Chesapeake:

- *Inservice training for Chesapeake's employes, including courses on microcomputers, office management, clerical skills (such as shorthand and remedial typing), and any other courses that might be needed.*
- *A physical fitness program for Chesapeake employes, including aerobics, weight lifting, and diet and exercise classes.* Classes will be held in school buildings and will be taught by regular school teachers; participation fees will be paid by those company employes who elect to take advantage of the programs.
- *The services of the school system's media specialist and access to our telecommunications studio.* These will be made available to Chesapeake's training personnel.
- *Other resources including the high school auditorium, gymnasium, multipurpose room, classrooms, cafeteria, and school buses.* These will be available by special request, although students retain first priority.

We're excited about our pioneering partnership, and we're looking forward to the new school year. We've made a commitment to cooperate by sharing knowledge and expertise. We think it's going to work out fine. ☐

George H. Stainback is superintendent, and Claiborne R. Winborne is administrative director, of the King William-West Point (Virginia) Public Schools. S. John Davis is Virginia's state superintendent of public instruction.

Use this model pact for a school/business partnership

An agreement between your schools and private industry need not be a complicated legal document. Here's the agreement the Town of West Point Public Schools signed with the Chesapeake Corp. of Virginia. You can use it as a model to work out your own partnerships with local companies.

"Beginning with the 1983-84 school year, the Chesapeake Corp. of Virginia hereby agrees to make available one engineer to teach one-half day (three periods) for 190 days, in accordance with the school calendar for the Town of West Point Public Schools. The courses to be taught will be determined by the schools.

"In exchange for this cooperative employment agreement, the Town of West Point Public Schools hereby agrees to provide to Chesapeake Corp. the services specified in the Joint Employment Pilot Project.

"The project's efficacy will be evaluated by the schools and the Chesapeake Corp. in June 1984 for any revisions or modifications for subsequent school years. Either party may withdraw from the agreement after June 10 and before July 1 in any year.

"This agreement is subject to final approval and signing of a memorandum of agreement between the state department of education and the Town of West Point Public Schools. This memorandum covers a waiver to be granted for the purposes of this project by the state superintendent of public instruction to the state board of education's certification regulations for teachers."

Signed:
J. CARTER FOX, President
Chesapeake Corp.

CLARENCE O. JACKSON, Chairman
Town of West Point school board

GEORGE H. STAINBACK, Superintendent
Town of West Point Public Schools

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This school health program keeps students fit and fine

BY KATHLEEN McCORMICK

KEEPING STUDENTS fit as a fiddle undoubtedly is among your most challenging responsibilities. Schools aren't boot camps, but helping young students develop lifelong salubrious habits is bound to have an immediate, positive effect on their academic performance and their attitudes. And, teaching about health and fitness also reduces the possibility that kids will develop long-term maladies. The ideal solution—integrating preventive health care into regular school programs—already is producing significant results in a unique program offered in 11 elementary schools in Muscogee County, Georgia.

In the past three years, several thousand students who have passed through grades four through six in Muscogee County have been enrolled in the school's Health Improvement Plan (called HIP) to learn about health, nutrition, and fitness. With the help of teachers, parents, and local medical authorities, these students have learned the importance of developing personal health regimens designed to lower or eliminate the risk factors that contribute to poor health and disease. The program's support in the community, especially among doctors, is one reason for HIP's positive influence on students' health and academic performance.

And these results are impressive: School officials have examined blood data and student grades on health-related written and physical tests over the past three years, and data compiled on students in the 11 HIP schools have been compared with data on students in 11 control schools. Compared with other students, HIP students show far healthier levels of iron, total cholesterol, and high-density lipoproteins (which allow the body to tolerate cholesterol). HIP students consistently receive higher marks on written health tests, and they show more improvement in performing exercises such as sit-ups, pull-ups (for boys), arm-hangs (for girls), and running a mile. And although test results on academic performance in specific subjects such as mathematics or reading have not yet been analyzed, school administrators and faculty members say the HIP program has made a noticeable difference in the quality of students' work. According to one physician, HIP students generally sustain higher energy levels in class, are able to concentrate better, and are more enthusiastic about reaching individual academic and athletic goals. The program has been so well received that school board member Morton Harris and former Muscogee County medical society president Dr. John Watson recently were asked to tour the People's Republic of China to talk about the HIP program.

Here's how Muscogee County's HIP plan works: Because school officials wanted to take advantage of the expertise of both the medical community and the school staff, the school system developed its own health improvement curriculum. A program coordinator was hired to devise specific objectives and lesson plans, with assistance from science and physical education teachers, doctors, and school cafeteria managers, and with resources obtained from local and state public health agencies. As a result, the program's four interrelated focuses—(1) curriculum, (2) medical screening, (3) nutrition, and (4) physical fitness—have been integrated into the schools.

1. HIP's academic material is covered in the schools' science curriculum: Fourth grade students, for example, study the benefits of a healthy cardiopulmonary system, including how the risks of cardiovascular disease can be controlled through diet, no smoking, plenty of exercise, and so forth; fifth grade students learn the principles of good nutrition and how to develop proper eating habits (including how to plan and prepare balanced and economical meals); and sixth grade students learn what causes high blood pressure and how to monitor their own blood pressures. Teachers receive inservice training as required to be able to cover these subjects adequately in class.

2. An especially important component of HIP is the diagnosis of student health through voluntary, twice-yearly screenings of their height, weight, blood pressure, resting heart rate, recovery pulse, cholesterol level, and tricep fat. Volunteers are the mainstay of this preventive phase of the program: Professional health technicians from the Medical Center of Columbus conduct the basic examinations, local physicians check students for scoliosis (curvature of the spine) and oversee the drawing of blood samples, and trained community members test students for obesity. The results of these examinations are used to refer students with potential or actual health problems for further medical attention and to help students gauge the effectiveness of their individual efforts in weight gain or loss, cardiovascular development, and so forth.

3. School cafeterias play an integral part in HIP's third element—learning about nutrition and developing healthy eating habits. To reinforce classroom nutrition instruction, the cafeteria staffs prepare and serve only foods that are low in cholesterol, fats, and sugars. Among the goodies banned from school lunchrooms: chocolate milk and whole milk products (skim or low-fat products are offered instead); sweet or carbonated drinks; excess salt (shakers are removed from tables); and baked desserts that contain sugar (fresh fruit is substituted). Corresponding classroom instruction includes discussions of, say, the depressive effect of sugar on students' energy levels or instructions on how to read food product labels to identify nutritional content.

4. Physical fitness—for students, perhaps the most enjoyable phase of HIP—includes designing individual and class exercise programs based on tests of students' upper and lower body strength and cardiopulmonary endurance. Led by their classroom teachers (who receive inservice training) and a HIP physical education instructor, students participate every day in at least 30 minutes of fairly strenuous exercise, such as running a mile, aerobic dancing, jumping rope, or calisthenics. With help from their

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Kathleen McCormick is assistant editor of THE EXECUTIVE EDUCATOR

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teachers, students set goals—working up to 50 sit-ups, for instance, or running a half-mile in four minutes—that encourage them to better their own performances rather than to compete against one another. As a result, there is a kind of camaraderie among HIP students that often isn't found in physical education classes that pit stronger, more agile students against their less well-developed classmates.

Although HIP has been well received in its more than three years of operation, it was no snap to put in place. As with any innovative program, HIP required a sophisticated selling job before the first students began the program.

Some background: Muscogee County school officials had for some time talked about the possibilities of developing a health program for students. They were aware, however, that to ensure the credibility and success of such a program, they needed the support of local doctors—not to mention students, staff members, and parents. To elicit this essential backing, school leaders contacted Dr. Glenn Friedman, a practicing pediatrician and founder and president of the Health Evaluation and Longevity Planning Foundation of Tempe, Ariz., to serve as a consultant to the Muscogee schools. (Dr. Friedman had been instrumental in setting up a similar health improvement program for schools in Scottsdale, Ariz.) Together, Dr. Friedman and a committee of board members and administrators came up with a general outline for HIP. The outline then was presented to a group of school administrators, parents, and physicians. That initial meeting garnered significant support, especially among the physicians, who "as a body, generally don't put a stamp on anything," according to Dr. Watson, an early supporter of HIP. "Doctors [generally are] suspicious of any program that infringes on their routine." Watson notes that in presenting a program like HIP, "it's essential to involve the medical community right from the start. . . . When the HIP proposal first was made before our group, we realized this wasn't some far-out thing, but that it could only have a beneficial effect on students' health."

At a subsequent meeting, the medical society not only heartily endorsed the HIP plan, but many local physicians also volunteered their time and expertise as consultants and inservice instructors.

Next, Superintendent Braxton Nail met with principals and other key administrators of the county's 39 elementary schools to discuss the purpose and goals of HIP. Of the administrators who expressed a desire to participate in the program, eight were selected for the pilot program on the basis of their schools' locations and of representation of a cross-section of children from varied socioeconomic backgrounds. Administrators and doctors then met with the parents of students enrolled in the pilot schools to discuss HIP techniques and activities and to encourage parents' reinforcement of healthy living habits.

HIP was introduced in the fourth grade classes of those eight schools in fall 1979. The program was expanded a year later to include fifth grade classes and one special education class, and in January 1981, HIP again was expanded to include sixth grade classes in all eight schools, as well as grades four through six in three additional elementary schools. Twenty-two hundred students now are enrolled in HIP, and school officials anticipate expanding the program systemwide.

Sack races are one form of exercise for Columbus (Georgia) students enrolled in HIP, a school fitness program that includes health screening and nutrition instruction.

One of the most appealing factors of HIP is its relatively modest cost. Most of the program's $75,000 budget is used to pay the salaries of the program director and three physical education teachers; approximately $8,500 is used for operating expenses—such as printing and mailing materials for parents, hiring substitute teachers to cover for regular teachers during inservice sessions, and drawing and analyzing blood samples. Program costs are small, says HIP coordinator Dell Williams, because physicians, their spouses, and members of local community groups provide volunteer services. Approximately 20 doctors, for example, oversee the drawing of the blood samples; the schools consequently are exempted from having to pay for insurance coverage that would be necessary if a licensed physician weren't present for the procedure. Other physicians have become involved in inservice programs and workshops for administrators, teachers, and parents and have donated time to speak to students. Physical therapists from a local orthopedic clinic train members of the Medical Wives Auxiliary to take tricep fat measures, and health-occupation students from the local vocational high school are trained by registered school nurses to assist in the medical screening process. Even publicity is gratis: Last spring, four local companies paid for an eight-page supplement on HIP's success that was inserted in the *Columbus Times*.

The result is that HIP has become a valuable part of Muscogee County schools' curriculum. Best of all, however, is that students *like* HIP, and school officials say kids are getting more than a little benefit from the program. An unexpected plus: Since HIP's inception more than three years ago, several Muscogee principals have given up smoking, some teachers now can't wait to participate in after-school aerobic dance classes, and parents have informed school officials that the purchase and preparation of food has become a family affair.

If you'd like more information on HIP, write: Health Improvement Plan, Braxton A. Nail, Superintendent, Muscogee County School District, 1200 Bradley Drive, Columbus, Ga. 31906. ■

The Boston Compact

by James Caradonio
and William Spring

An historic agreement among the business community, the school system and city government is bringing new hope to young people in Boston and new direction to a troubled public school system.

Saying that Boston's public schools have been even more troubled than most inner-city systems is merely stating the case. In the past nine years, seven superintendents have grappled with a system where administrative responsibility has been divided among the courts (for pupil assignments), the school committee (Boston's school board) and the superintendent. Chaos won. The educational results were high dropout rates, poor daily attendance, and a situation where two-thirds of our high-school students were unable to read at grade level.

Employers and college admissions officers generally agreed that most Boston public high school graduates were ill-prepared for either jobs or further education. And few of our young people could foresee a decent future for themselves. In hopes of improving this bleak outlook, during the 1981-82 school year city school administrators and local business leaders worked together to fashion a new approach to career preparation—the Boston Compact.

The compact is a written agreement between the school system and the business community. Under its terms, the business community agrees to hire 400 June 1983 high-school graduates in permanent jobs and to expand that number to 1,000 within two years, provided that the schools prepare young people for these jobs and implement a system-wide effort to improve the high schools.

The Boston Compact was created following a series of seminars that brought home to the business community the implications of certain demographic facts. By 1995, employers learned, there will be 20 percent fewer people in the job-entry age group (16-24) in this country, while the number of minority youth of that age will increase significantly. At the same time, newly created jobs will increase in complexity and demand workers who have basic skills in language, mathematics, computer technology and critical thinking. If Boston hopes to continue its progress in the medical, electronic, computer, machining and service industries, it will need a sizable population of well-trained high school graduates. Business leaders agreed that to meet this need they must actively participate in a substantial upgrading of the city's schools.

Acting for the schools, school superintendent Robert Spillane agreed to set certain measurable objectives and to hold individual teachers, principals and administrators responsible for meeting them. These include:

- A five percent increase each year in the number of students who graduate, based on the number who entered ninth grade.

Specific written commitments bind leaders of business and public education to a course of action that will upgrade the city's schools.

- A five percent increase each year in the number of graduates who enter employment or enroll in institutions of higher learning.
- The requirement that by 1986 all graduates meet minimum competency standards in reading and math skills established by the school committee.

The superintendent's commitment to these objectives is already showing results. While reining in spending, Spillane has developed basic curriculums for the elementary and middle grades and has improved fiscal and personnel management. He has also assigned new high school headmasters (principals) who are now restructuring the administrative organization of their schools to improve accountability and to capitalize on the outside resources which the compact provides.

The entry-level job market is often characterized by ignorance on both sides of a revolving door. The average high-school student from a poor family lacks basic information in "jobology"—the ability to apply for, obtain, keep and advance in a job. At the same time, many people in the private sector with the responsibility for filling entry-level jobs don't fully understand young people of high-school age, particularly those who are poor. The Boston Compact is creating a bond between the school and the business community that will make it possible to develop accurate information on both sides of the door.

Under the compact, the entire secondary school system is focusing on job-readiness and employability skills for all students. It would be a mistake, however, to conclude that the compact is directed toward no goal beyond entry-level employment. Business leaders see entry-level jobs as only a first step. The best employee for a large firm is the one with sufficient education to advance rapidly. Providing entry-level jobs for graduates who have the requisite mastery of reading, math and conceptual skills is a concrete way of affirming to young people that the business community and the schools are determined to make the system work for students who are making an effort to improve themselves.

But the jobs commitment is only the beginning of the compact's work. The heart of the compact—the hoped for long-range improvement in the schools—lies in a series of diverse work groups in which school, business, university and community-based organizations will implement specific proposals for improvement. There are 15 such work groups in areas ranging from athletics to the arts. The key work groups are basic skills, alternative education, electronic learning, career and vocational education, curriculum, and counseling for postsecondary education.

The electronic learning work group, for example, will help to continue the expansion of computer and electronics education throughout the school system. Industrial arts teachers are shifting from more traditional offerings, such as woodworking and graphics, to electronics, a major

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A Model Industry/School Collaboration in Boston

Michael Odom (right) has been working full-time as a staff member of the Hubert H. Humphrey Occupational Resource Center for the past three years. Odom is an executive-on-loan from the Digital Equipment Corporation (DEC). DEC has donated a computer and word processing equipment to the center, which is one of the newest and best-equipped inner-city vocational education facilities in the nation. DEC has also equipped a "Computer Bus" which visits Boston schools that do not yet have their own computer equipment. Through DEC's educational services, school staff have received training in computer literacy and advanced computer operations. Under the Boston Compact, DEC is now extending its services to other schools in the city system.

employment field in the Boston area. Business education teachers have infused computer literacy into accounting and office procedures, with the help of federal grant funds. With the help of private sector volunteers, the group has developed a three-year plan to put a computer laboratory into every Boston school.

The career and vocational work group is encouraging the introduction of career education into the regular high school curriculum. A pilot project called the "Career Passport Program" will help students in certain schools market themselves to employers and colleges. Other programs will emphasize employer-based career education using business facilities and personnel to familiarize high-school students with opportunities in high demand /high growth occupations.

In cooperation with the job development work group, the career and vocational education work group will also develop a competency-based employability-skills curriculum to prepare graduates to compete successfully for jobs pledged by firms subscribing to the Boston Compact. School staff will use existing employability materials to certify student mastery of the particular requirements specified by personnel directors.

The Boston Compact did not spring into being overnight. Certain agencies established under the Comprehensive Employment and Training Act (CETA) had a lot to do with the design: the Neighborhood Development and Employment Agency (NDEA) and the Boston Private Industry Council (PIC). NDEA is the federally-funded employment and training organization in Boston. It has traditionally worked closely with both the school system and the business community. The private industry council, now co-equal with the city in decision-making under the Job Training Partnership Act of 1982, has taken the responsibility for job development and job matching for the summer youth jobs program over the past two years. PIC is also operating a school-based training and placement program, the Jobs Collaborative, in seven city high schools.

On behalf of the private sector, PIC will work with the firms that pledge jobs to nail down entry-level requirements. Working with school personnel, PIC will turn these entry-level requirements into teachable competencies. PIC will then use its job-matching expertise to place graduates into pledged jobs.

Boston is also fortunate in having an organization of business leaders which has had a close association with the schools for some years. The Tri-Lateral Council for Quality Education was formed in 1974 to forge a close partnership between the

(Continued on page 43)

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schools and 21 major employers in the city. Each employer is a partner to an individual high school, and some of the high schools have more than one partner. The eight years of collaboration on improving secondary education helped to lay the groundwork for the Boston Compact.

The Greater Boston Chamber of Commerce took on the challenge of recruiting at least 200 companies to sign a hiring pledge to place 400 high school graduates in jobs this summer. In January, the chamber sent a letter to all of its members explaining the Boston Compact and asking for support. "If we do our job now," the chairman wrote, "there will be more jobs in the future for Boston's high school graduates."

The initial activities of the compact have already produced an expansion of private-sector assistance to vocational education. The Digital Equipment Corporation, for example, which has been working closely with the Hubert H. Humphrey Occupational Resource Center for the past three years, has agreed to expand its efforts beyond that school by co-sponsoring the electronic learning program throughout the Boston school system. The Stop & Shop Company, which manages supermarket, pharmacy and retail chains, is now considering a partnership with the retailing programs. The New England Medical Center will soon begin to collaborate with vocational educators to upgrade medical career training in the schools. We are also seeking additional partners for programs in electronics, mass communications, machine trades and the hotel/hospitality field, all of which are growing rapidly in the Boston area.

Those who joined in the Boston Compact understand that we have moved into a world where the traditional lines between work and education are becoming more and more blurred. Changes in technology and life styles have changed the traditional career path of 12-16 years of schooling followed by a lifetime in one line of work. The Compact hopes to prepare young people for the life-long learning and flexibility that the 1990s will require. By forging closer ties with the business community, the Boston Compact will foster better vocational education as well as the system-wide revival of the high schools.

About the Authors
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Business-Advisory Task Force Helps School Solve Problems

Part A: Community Input Helps Develop Business-Advisory Task Force

By William H. Dierdorff, RSBA

PUBLIC education is a business—often, the largest in town. As a public agency, a school district is expected to function in a businesslike manner. North Clackamas School District took steps to address this expectation in November, 1982, when the School Board approved the concept of a business-advisory task force. Initially, the District looked to the task force to help define businesslike practices, but soon discovered that it proved mutually beneficial to the District, the business community and the community in general.

Developing the Task Force. District staff formulated the task force concept to improve operational efficiencies and strengthen the link between the District and the business community. During exploratory discussions with major suppliers, a similar project at the Seattle Public Schools in Seattle, Washington was identified. That district established a program in March, 1982, that focused on 4 major projects during a 6-month period. North Clackamas exchanged information with Seattle and arranged a visit which included interviews with business members of the Seattle advisory task force and the Seattle School District staff. The data obtained was compiled and reviewed to serve as a foundation for North Clackamas.

Objectives. The original goal of the North Clackamas Business-Advisory Task Force was achieving a more efficient, effective operation. As the design emerged, the objectives were expanded to include:

1) Improved accountability;
2) Increased credibility;
3) Improved public image;
4) Greater community awareness of District operations;
5) Increased opportunities for development of District administrative staff;
6) Direct feedback on the qualifications of recent District graduates; and
7) Development of new work-experience and vocational-training resources.

Because of the range of these objectives, a long-term, continuing task force model was preferred over a short-term, special-projects model.

In order to provide a manageable operating framework, 2 key limitations were established for the task force: 1) it would be advisory only, making no budget or policy decisions; and 2) its focus would be on noninstructional operations only.

Membership Selection. To fully understand the composition of the North Clackamas School District's Business-Advisory Task Force, a brief description of the District is necessary.

The District, fifth largest in Oregon, is located in a suburban area south of Portland. Out of a local population of 70,000, the approximate K-12 student enrollment is 11,900. Within the District's 40-square-mile area there is no central business core but, rather, a mixture of residential, commercial, light industrial and regional-warehouse areas plus a regional shopping center.

Within this community, task force membership was sought from individuals who:

1) Would have executive-management experience in multi-million-dollar organizations;
2) Would have an interest in the District either as a resident/parent or as a manager for a major property-tax payer in the District;
3) Could provide a balance of perspective; and
4) Would be willing to volunteer time and expertise.

To identify these targeted potential members, a list of the largest property owners was obtained from the county assessor, the major suppliers of District services were determined and a list of organizations sharing common District interests was compiled. Four categories emerged:

1) The 5 largest property owners;
2) Utility companies;
3) Financial institutions (banking and insurance); and
4) Professional and other members of the community (including representatives from state, county, and local business associations).

Following board approval of this targeted membership in spring of 1983, the District superintendent and the business manager initiated individual contact with prospective members. In June, 18 business and community members joined the superintendent and business man-

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ager to form the nucleus of the Business-Advisory Task Force and begin operation. Task Force representatives include marketing, engineering, distribution, risk management, personnel management, facilities management, architecture, public works, economic development, auditing, labor law and banking professionals, as well as senior citizens, creating a "brain trust" of consultants few districts could afford to assemble.

Because of the levels of responsibility and working schedules of the members, monthly breakfast meetings were scheduled. One of the community members was selected chairman and meets with the District's superintendent and business manager to prepare each meeting agenda. Agendas include a District-update report covering issues of general interest as well as the current Task Force project. Task Force evaluations are periodically requested from the members to verify that their time is used effectively. No July or August meetings are held; and if information scheduled for a particular meeting is not available, the meeting is postponed. Planning occasional meetings at a District school or facility expands the perspective of the Task Force; in one case, a school bus was used for a field trip to the District's warehouse.

Projects. Task Force projects are selected on a "need" basis and take varied forms. Options for implementing a project include: 1) hiring a consultant to develop a project, with the Task Force evaluating the progress and results; 2) having Task Force members or representatives from their organizations review the material and develop the project; and 3) having the Task Force serve as a review board for regular District operations.

The first project undertaken by the Task Force was developing a long-range financial planning model accessible by microcomputer. This was accomplished with a consultant's help and now serves as an excellent model to answer "what if" questions and project the impact of proposed changes over a 7-year period. The Task Force not only assisted in developing the operational model but provided insights derived from the experience of personnel in the member organizations who had worked for years with financial planning models.

The second project was a marketing analysis including a review of marketing research and developing a District marketing plan model. The first phase—identifying a process—is completed, and the second—implementing the marketing analysis—is beginning. A unique aspect of the first phase of the marketing analysis is that the District *was* marketing while it was *learning* to market!

The third project—the review and evaluation of District purchasing and warehouse operations—resulted in the District receiving advice on the use of computer inventory, stockless purchasing and delivery options. During the discussions, the similarities between public and private purchasing became evident and the District purchasing supervisor was introduced to additional resources.

Currently the Task Force is reviewing the District's process of site and facility analysis.

Summary. Projects will continue to evolve and, as our experience with the Task Force has demonstrated, will provide the District and the community with the opportunity for immeasurable benefit. In addition to the District learning from the Task Force, Task Force members are learning from each other.

However, benefit does not come without cost, and an awareness of a district's necessary commitment is essential. First, the district must recognize that there will be a time commitment for its staff members. In addition, the desired results require a group of action-oriented people and time lines and projects must be readied and completed as promised in a "businesslike" manner.

Education is a business and can be operated as one. A key element in the success of any business is utilizing the strengths and resources available. One often unrecognized resource for public education is the local business community. A business-advisory task force can tap that resource and strengthen both the district and the community.

The Yazoo City Experience

Mississippi Chemical Corporation's financial support of the Yazoo City schools benefits the community as well as the students.

WILLIAM L. DEATON

The Mississippi Chemical Corporation (MCC), headquartered in Yazoo City, Mississippi, draws heavily on the city's population for its plant employees. It has faced difficulties in recruiting and keeping higher level personnel, such as research chemists, tax specialists, and accountants. According to employees, one of the major disadvantages of the community has been the quality of the public schools.

MCC recognized that supporting community projects, and the local schools, could ultimately benefit everyone; but MCC's initial offers of financial assistance to the school board were not particularly successful. The board did not want to compromise its autonomy nor invite interference in its financial management. MCC employees, many of whom had children attending school in the district, could not understand the board's reluctance and became more and more vocal as their questions appeared to receive less and less attention.

At MCC's urging, I agreed to discuss the problem with representatives of MCC and members of other Yazoo City businesses and industries. Accompanying me to these meetings was another consultant experienced in directing corporate-public school interactions. We became convinced of MCC's sincerity and willingness to cooperate with school officials for the benefit of all. We agreed that our first step should be to conduct a needs assessment of the local schools.

We stressed to the school board and to MCC that we would document the good things that were happening in the local schools as well as recommend improvements in areas that needed strengthening. This decision later proved to be of utmost importance: it helped establish the credibility of the entire study.

We presented proposals for separate studies of grades 1–6 and 7–12 to the school board for their approval. While we were to conduct the studies under contract to the school board (and at the superintendent's invitation) MCC assumed financial responsibility for the studies and funneled its support through the local Chamber of Commerce.

We decided to use an approach similar to that of a self-study team. We began by asking the school faculty and supervisory staff to recommend experienced, professionally respected, personable educators to serve as members of two visiting committees; we nominated additional members ourselves. The superintendent then invited each committee member to participate in the study and specified the terms of payment for consulting and travel.

The first phase of the study, grades 1–6, was conducted by 14 members of a visiting committee consisting of teachers, administrators, state department specialists, and university faculty members. All elementary school content areas and special areas were represented by the members of the visiting committee.

The committee spent three or four days in the schools observing classroom activities, materials, and organization in order to document strengths of the present instructional program as well as identify areas of need. They also interviewed teachers, supervisors, parents, and students.

The study of grades 7–12 was similar. Of the 26 outside consultants on this visiting committee, several groups of three assumed responsibility for the major content areas while the others focused on exceptional education, administration, counseling, and extracurricular activities of the junior and senior high schools. Each committee member observed for three to four days before making any recommendations.

Each committee member was asked to prepare a report including evidences of quality, observed needs, and recommendations for improvement. These initial drafts were edited and compiled to produce a report for grades 1–6 and another for grades 7–12. After editing, I gave copies of these reports to the school board and recommended that they be made available to the public. The report for grades 1–6 was presented to the board and released to the press the following day. An open meeting was held for release and discussion of the study of grades 7–12.

Many committee members suggested changes in the school district's organization and operating procedures that could be implemented with no additional financial support. Specific recommendations for improvement in subject matter areas, however, required financial assistance. Each report ended with possible "next steps" to be considered. As mentioned earlier, the reports were delivered to the school board and superintendent; no recommendations were made as to what assistance the school board should request from Mississippi Chemical Corporation. I hoped that board members, central office staff, and school faculties would carefully study the conclusions and recommendations and suggest additional means for improving instructional programs.

We also made a number of specific recommendations to both the school board and MCC, which provided the impetus for the following steps:

1. Creating and filling a position of Assistant Superintendent for Curriculum and Instruction, directly supported by MCC
2. Forming task forces within the schools for making specific recommendations to the superintendent
3. Organizing a community relations program sponsored by MCC
4. Establishing an MCC-supported foundation to fund community and school improvement projects.

These four steps are community-based in scope and call for the continued cooperation, partnership, and growth of the school board and MCC. Once implemented, they will lead to more specific and detailed changes.

Lack of cooperation between the business segment of a community and its public schools may very well signal serious problems. However, the kind of partnership demonstrated by MCC and the school board in Yazoo City is just as likely to become commonplace if all parties recognize the mutual benefits in working toward a common goal, albeit for different purposes. **EL**

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How Advisory Councils Can Help

by M. Carter Murphy

Members of the Petersburg School Board, the General Advisory Council for Vocational Education, and the Building Trades Craft Committee inspect the progress of the house built by high school students. Left to right: William C. Comstock, Conrad H. Akers, Marshall Johnson and Howard D. Brown, Sr.

Three years ago the Petersburg (Va.) School Board was forced to reduce funding for all educational programs. The impact of this action was particularly severe for our vocational programs. We suffered the loss of supplies and equipment. The salaries of all personnel were frozen. We were on the brink of losing many of our trade and industrial instructors because their contracts were reduced from 12 months to 10.

Fortunately, we had help at hand in the form of our local General Advisory Council for Vocational Education (GACVE). Council members began to make the facts of our situation known in the community. In informal meetings with the people they knew, they expressed their concern about the cutbacks. The ground swell of opinion generated by the collective action of the council and the individual efforts of members has helped the school board restore some of our funding in the years since the cuts were made. Today our trade and industrial teachers and some other vocational education teachers have extended contracts and all have improved salary scales. Our teacher turnover is no longer a serious problem.

The strong and comprehensive vocational education program in Petersburg at this time is largely due to the guidance given by the lay persons who serve on the general advisory council and on individual vocational services or crafts committees. The makeup and function of the two types of committees are quite different.

The vocational services and crafts committees work with individual teachers to help keep the curriculum and equipment of specific programs congruent with community training demands. The 10-15 committee members for each program help with student job placement, give assistance in securing on-the-job training stations and, in some instances, participate in teacher recruitment.

The general advisory council consists of 21 members from various fields who are appointed by the school board for a three-year term and, following a recent change in the bylaws, may not succeed themselves. They are well-known persons who are highly respected in our community—business executives, industrialists, professional people and community leaders. Our current council included a leading general contractor and builder, the retired president of a bus company, the president of a savings and loan institution, a newly elected congressman who formerly headed a local soft drink bottling firm, and other outstanding persons.

General advisory council members help us determine the vocational needs of the community, identifying and establishing short-term and long-term goals. They help us set up and maintain realistic and practical programs. By developing community understanding and support, they help build prestige and respect for the entire vocational education program.

Winfred L. Hasty, Jr., the current chairman, believes that the involvement of lay people is important to the success of vocational programs in Petersburg.

"It shows school board members that people in the community other than

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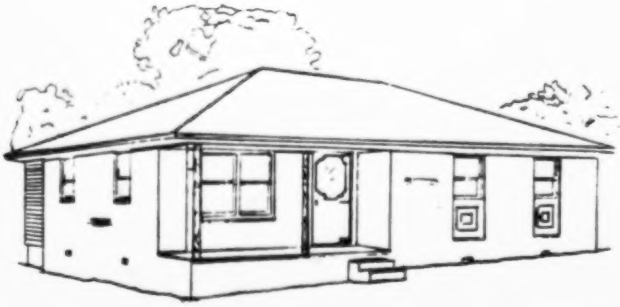
those who are part of the education system are interested in vocational education," he says. "Our general advisory council members have set in motion a number of very positive programs. One member, who was the executive secretary of the Petersburg Chamber of Commerce, persuaded the Chamber to sponsor a tour of our schools by business, professional and industrial leaders. He believed these people would lend support for our schools if they would take a look inside and see all of our educational programs in action. The tour was an overwhelming success. As a result, another program was set up so that teachers from throughout the school system could visit business establishments, factories and industries. This program generated good will and better understanding of our programs, since it showed teachers the kinds of work for which we train our students.

Another general advisory council member suggested that the Chamber of Commerce encourage area businesses to form partnerships with a school or a major school program. As a result, every school and major program in our city now has a sponsor in business and industry for the sharing of information and ideas. These partnerships are very helpful in increasing mutual understanding about what the other partner does.

The council's support and assistance, and solid on-the-scene advice from some of the crafts committees, enabled our building trades classes to construct a three-bedroom house. As a result of their encouragement, the school board purchased land and materials for the project. Money from the sale of the completed house was placed in a special account, which will be used for the start of another house this spring. Land for the new building has been donated by a resident who heard about the students' accomplishment, so the new construction will not cost the school board any more money.

Advisory council backing for the construction of a new vocational unit on the main campus of the high school has also received a favorable reaction from the school board, which is now in the planning stage of implementing the advisory council's recommendation. Currently, students have to take a bus to vocational education classes conducted four miles away from the main building.

The exchange of information that is encouraged by general advisory council activities can benefit everyone, according to Arline P. Phillips, manager of the Virginia Employment Commission and a member of the council since its inception in 1963.



"You find out labor market information from the other people involved," she points out. "They can tell you their shortages and needs." The council also plans to do a survey of job opportunities in the area.

How does one go about getting a general advisory council for vocational education active and involved? I certainly do not presume to be an authority on the subject, but listed below are some of the factors that set the stage and prompted our council to be so helpful to our school system.

- Our superintendent of schools is a strong supporter and believer in the importance of vocational education. The GACVE members find that he welcomes their advice.
- The four members of the school board subcommittee for vocational education have direct dialogue with the general advisory council. The subcommittee chairman attends each GACVE meeting.
- GACVE members are carefully chosen. Each candidate is screened by the vocational administrator, cleared with the superintendent, and then briefed in detail about GACVE functions. Only then do we request permission to submit the candidate's name to the school board.
- Meetings are purposeful. The GACVE executive committee, composed of the chairman, vice-chairman, secretary and vocational administrator, plans them. The council meets at least five times a year.
- Our chairman is a strong and effective leader.
- We ask GACVE members for assistance and guidance in solving current problems.

Advisory councils for vocational education are often described as figureheads. That is certainly not the case with ours. Our experience with the general advisory council (and our craft committees) has been and continues to be very rewarding. Having such well-trained, experienced and interested persons working hand in hand with our school system is invaluable to us. And the good will, interest and genuinely good public relations that have been generated by the collective and individual efforts of our council are beyond measure.

About the Author

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PROTOTYPES

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Rexnord's Teacher/Business Program Fosters Mutual Support and Understanding

by Carol J. Erwin

"Many teachers find that they understand businesspeople, their motivations, and their work environment more clearly after working side by side with them."

Just over two years ago Florence Harris, a teacher in the Milwaukee area, decided to do something different during her summer vacation. She applied to take part in a program sponsored by Rexnord Inc. at its Milwaukee headquarters.* The program is designed to provide a common ground upon which teachers and businesspeople can build mutual trust and understanding. The method is simple: Rexnord encourages businesses to hire teachers during the summer.

Once she was selected for the program, Harris recalls, "I waited with a great deal of anxiety and apprehension, wondering what business was really like." She had taken courses in management but thought it "a field of mystery and intrigue, filled with unfeeling, ruthless cutthroats who only wanted to make money."

Many of the teachers who joined her that summer shared similar perceptions. But during six weeks on the job at the Process Machinery Division of Rexnord, Harris found that her initial reservations had been totally unfounded. Her attitude about the business world changed entirely. "The people were receptive, willing, and eager to answer any question I had. In fact, I was encouraged to ask questions."

Harris's change of attitude was not unique. Many teachers find that they understand businesspeople, their motivations, and their work environment more clearly after working side by side with them. Pat Neary, a high school social studies teacher from Oconomowoc, Wisconsin, who participated in the 1980 program, describes the effect of a summer in the world of business: "By working together, we discovered that we are fighting the same problem — business is fighting misperceptions about business, and education is fighting misperceptions about education."

The program began in 1976 when Rexnord decided to do something about the ever-widening gap in communication between business and education. By offering teachers summer jobs, Rexnord planned to provide educators with firsthand experience of business. Actions, not words, were the foundation of the program.

Teachers were to be given real jobs in professional positions rather than "make-work" projects. Each was to be paid approximately $6 per hour for a six- to eight-hour workday. The program was to last from five to six weeks, and there was to be no lecturing about the free market system or other company propaganda.

Actual job assignments for teachers were in such areas as market research, personnel, advertising, and purchasing. Every effort was made to inform teachers of their assignments well in advance of their summer vacations.

The long-term effect of the program on teachers is incalculable. Most admitted that they had "no idea how interesting it would be." Many later turned ideas into class assignments and discussions, and some invited supervisors and businesspeople to their classrooms.

Pam Lausman, a high school English teacher from Milwaukee, brought more than a changed attitude toward business back to her classroom in the fall. Two of her new students were Vietnamese and spoke no English. But with the cooperation of the school administration and some ideas from her summer experience, she set up a mock business office, patterned after a customer service department. Students worked with telephones, product literature, sales catalogues, and order forms. The idea may have been sparked by her desire to give the Vietnamese students a chance to use English in practical situations, but all the students learned something about the place of written and oral communication in the business world.

The program proved so successful that in 1980 Rexnord expanded it outside the Milwaukee area. Three cities in which Rexnord operates plants (Springfield, Mass., Louisville, Ky., and Danville, Ky.) were chosen for the program. A "how-to" book was written and circulated to

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*Rexnord Inc. makes its headquarters in Milwaukee and is a major manufacturer of industrial components and machinery. Rexnord employs approximately 16,000 people in 50 U.S. and Canadian plants and in 22 overseas facilities. Resource kits for the Teacher/Business Program are available from Carol J. Erwin, Rexnord Resource Center, 200 Executive Dr., Brookfield, WI 53005.

CAROL J. ERWIN is director-public relations for Rexnord Inc. in Milwaukee, Wis. She headed the group that developed the Teacher/Business Program.

Ben Pienpka of Rexnord (left) works with history teacher Curtis Kendrick to analyze and categorize orders for replacement parts received by the Rexnord Process Machinery Division in Milwaukee.

simplify procedures for the communities, and the programs were put into motion.

Businesses in the new locales were invited to send representatives to a luncheon and press conference to introduce the program. Teachers who had participated in the program in Milwaukee arrived to help explain the program and recruit companies. So that communities could share information, Rexnord developed a newsletter for participating companies.

Each program garnered strong support from local educators and businesses alike. Nearly 30 companies nationwide participated in 1980. Since its inception, Rexnord has employed more than 100 teachers — who annually instruct more than 10,000 students — in the Teacher/Business Program.

In 1981 the program was extended to three additional communities: Denver, Colo., Sarasota, Fla., and Downers Grove, Ill. Rexnord also encourages other communities to adopt the program on their own. To date, the company has received more than 6,000 requests for program materials or information.

The Teacher/Business Program strengthens the relationship between two important segments of society. In the communities that have tried the program, it has been an important step toward building mutual trust and understanding between business and education. ☐

Industry and Academe Can Work Together

by Keith Collins and Odin Westgaard

Many decision makers in business and industry and many university professors have only their mutual distrust in common. In such an atmosphere, the prospects for cooperation between industry and academe appear bleak. Engineering schools, of course, have cooperated with industry for years to give their students practical experience while they are still in school. Now Northern Illinois University (NIU) and Advanced Systems Incorporated (ASI) have also discovered that each can benefit from the other. Through a cooperative arrangement, ASI employees can earn a master's degree in instructional technology from the university.

Such cooperation was not achieved instantaneously, however. It came about after nearly a year of negotiation.

The weight of years of misunderstanding between industry and academe is a heavy burden to shift. But careful definition of organizational goals that a cooperative venture might achieve gave the two sides some common ground.

NIU saw a cooperative program as a chance to attract students. In response to declining enrollments in public schools, NIU's Department of Instructional Technology had begun to focus on preparing students for positions as trainers and training directors in business and industry. A cooperative arrangement with ASI would give students valuable experience and would demonstrate to prospective employers that NIU graduates had received training relevant to the needs of industry.

The program would also provide NIU faculty and students with a research site that featured real-world conditions. (For example, one NIU student conducted most of his doctoral research on course development models and their practical applicability at ASI.*)

From the standpoint of ASI, the cooperative program would provide an opportunity to upgrade or update the skills of staff members. They would have available for use in their current projects the latest thinking, both theoretical and practical, in instructional development.

ASI uses a team approach to designing courseware, and the management feels that all members of a team should be conversant with the basic skills of instructional development, from needs assessment through evaluation. Graduate courses offered by NIU would provide such training. Moreover, the courses would give ASI staff members opportunities to communicate with one another. Not every staff member can be a course developer, but each can become more aware of the needs and talents of his or her co-workers.

The cooperative program would also enable ASI staff members to advance their careers and might reduce the rate of turnover among college-educated workers. Through the knowledge they gained in the master's degree program, artists, operators of word processors, editors, and other employees could become full-fledged course developers. Some observers have estimated that the average corporation loses half of its college recruits every five years. The fact that the master's degree program takes 3½ years to complete, coupled with the opportunity it affords for advancement, might lead workers to stay with ASI for substantially longer than average periods.

These obvious advantages to both NIU and ASI kept planners of the program on track. After some minor snags and several false starts, the first NIU course, "Development of Instructional Materials," was taught by Keith Collins in the spring of 1981. The second course, "Development and Use of Media," was taught by David Gueulette in the fall of 1981. The third course, currently under way, entails independent study.

So far, 22 ASI employees have taken advantage of the courses. Four of these have already enrolled in the degree program, and others are soon likely to follow suit. ☐

KEITH COLLINS is an associate professor at Northern Illinois University, DeKalb. ODIN WESTGAARD (Northwest Suburban Cook County Chapter) is an instructional design specialist at Advanced Systems Incorporated, Elk Grove Village, Ill.

*Terry Barnum, "An Analysis of Instructional Systems Design as Reflected in Formal Education, Industry, and Military Institutions: Theory Versus Practice" (Doctoral dissertation, Northern Illinois University, 1979).

Teacher-Interns Update Skills

by Annette J. Thomason

Gayle Morowetz interned at Utah Power and Light. Here she inserts a floppy disk into an IBM Displaywriter under the watchful eye of supervisor Nedra Blumenthal.

The computer revolution is causing a crisis in the classroom, and nowhere is this more apparent than in business education departments. New office equipment and changing business practices have brought many changes that teachers must integrate into their program to keep up.

"I haven't been in an office for 10 years and things have changed a lot," said one instructor recently. "I hope I can learn it all."

Such remarks were typical of those of seven business education teachers last year when they were offered an opportunity to update their skills through a new internship program developed with funds from the Utah State Office of Education. The Professional Business Teacher Internship (PBTI) program, initiated during the 1981-82 school year, helps teachers in Utah keep pace with new technology by giving them hands-on work experience in some of the most modern offices in the state.

"Now I know how my students feel when they start a new job. It's kind of scary," one intern acknowledged. "Here I am, a teacher, and I'm not sure what to do."

The PBTI program was patterned after student cooperative education plans. The author and two other vocational educators, working in conjunction with a steering committee representing employers such as banks and utility companies that are heavy users of computerized office equipment, designed the internship program. It gives teachers the option of either sharing an office job during the school year with one or two other teachers, or of working full-time during summer months.

All teacher-interns earn a salary or are paid the standard hourly rate for their work. During the school year when interns earn less than they would teaching, arrangements can be made to offset the difference with what remains of their regular salary after paying a substitute teacher.

We sent personal letters, along with brochures describing our new internship program, to nearly 100 Utah business education teachers during the 1981-82 school year inviting their participation in the program. At the same time, we contacted employers based on referrals from our steering committee, members of school advisory boards, school placement offices and personal contacts. When the matching process began in the spring some adjustments were needed, but the final internships, which ranged from two to 12 weeks in length, were praised by teachers and employers alike.

Debbie DeMarco, a teacher from West Jordan High School, for example, spent several weeks last summer in a secretarial position at Mountain Fuel Supply's main office in Salt Lake City honing her word-processing skills. Since Mountain Fuel was busy preparing a rate-increase request, DeMarco was put to work immediately typing up all the necessary reports and tables on the firm's IBM Displaywriter. Needless to say, she quickly became an expert and now feels comfortable teaching her students word processing on her school's own newly acquired Displaywriters.

"I was concerned that with all the changes, I had really gotten out of date,"

Business education teacher Debbie DeMarco spent several weeks last summer as an intern at Mountain Fuel Supply in Salt Lake City, Utah, perfecting her word-processing skills.

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she says. "I feel more confident now and plan to continue working summers to stay abreast of the changes that are occurring."

Besides technical skills, her work experience gave DeMarco a renewed sense of the importance of work priorities and organization, job-interviewing skills and pride in one's work. "It was great to get back into business," she says, "and I was pleased that I could fit into an office setting again and know what to do."

Gayle Morowitz, a teacher from Utah Technical College's Salt Lake Skills Center, also found that she gained more from her three-month stint with Utah Power and Light than just technical skills. "Every day was a new challenge. I learned the importance of adaptability and following instructions," she says, "and I learned to ask questions and pick up special terms and procedures quickly."

In addition, Morowitz's experience taught her to proofread more carefully. "I thought I was pretty good when I started, but I learned a lot that's had a real impact on my teaching. Now, I don't correct students' work as much as I did. I make them find their own errors and hold them responsible for more," she says. "That's the way it is on the job."

Utah Business Education Association President Ridd Grover also served as an intern. "I've been in the classroom a lot of years and I was ready to retool," he says. "My internship at J.C. Penney's regional accounting office was just what I needed. It was the best thing I've done in years."

Renae Patterson, another high school business teacher who interned at J.C. Penney's, echoes Grover's comments. "Every teacher should get back into the office and work for a few weeks on the type of job they are training students to do," she says.

Another teacher interned at a computer store, where he was able to learn about managing a small business at the same time he was learning to operate computers. Eventually, he knew both well enough to give potential customers sales demonstrations.

A teacher who worked for Pacific Northwest Energy went so far as to develop a training program for a new software package there and helped evaluate new equipment and make purchase recommendations. Her experience gave her a much better understanding of the role computers play in the office of the future, she says.

In commenting on their internships, while most teachers could cite an embarrassing incident or two like mixing up incoming telephone calls, they all agreed it had been a valuable experience for them. Several suggested that interns keep a notebook to better apply their experiences later in the classroom.

Many found answers to questions they had going into their internships. For instance:

"Is shorthand used anymore?" Yes, but mostly for taking messages and instructions.

"What kinds of office equipment are in use?" All kinds, but the move to word processors is very strong.

And, "Does anyone make carbons anymore?" Yes, sometimes several at a time. It's often quicker and cheaper than photocopying.

Obviously, teachers benefited in many ways from their internships. Already new curriculums and class materials reflect their work experiences. At the same time, teacher-interns can earn college credits or be recertified for their work experience. In addition, many have developed professional relationships with their employers and fellow employees who can be called on as speakers and to help with field trips and with student job placement.

Meanwhile, employers have gained an opportunity to have a direct impact on the business education curriculum in Utah. They also enjoyed the services of skilled business teachers as employees.

"We're very pleased to have teachers find out what we require of new employees," one employer explained. "We're not just looking for a typist or steno anymore. Those days are gone. Our experience with this program has convinced us that it's going to make a difference in the way they train students and we're pleased about that."

Another employer said, "We appreciate the opportunity to work with these teachers. They're sharp and eager to learn. And it's gone both ways. They've helped us a lot too."

We believe internship programs similar to PBTI can ease the technology crisis in the classroom by keeping teachers in step with the rapid advance of office automation. By continually updating teaching skills in cooperation with business everyone wins—teachers, employers and especially students.

About the Author
Annette J. Thomason, accounting and data processing program coordinator for Utah Technical College at Provo, is director of the Professional Business Teacher Internship program.

Utah Business Education Association President Ridd Glover 'retooled' his skills at J.C. Penney's regional accounting office in Salt Lake City.

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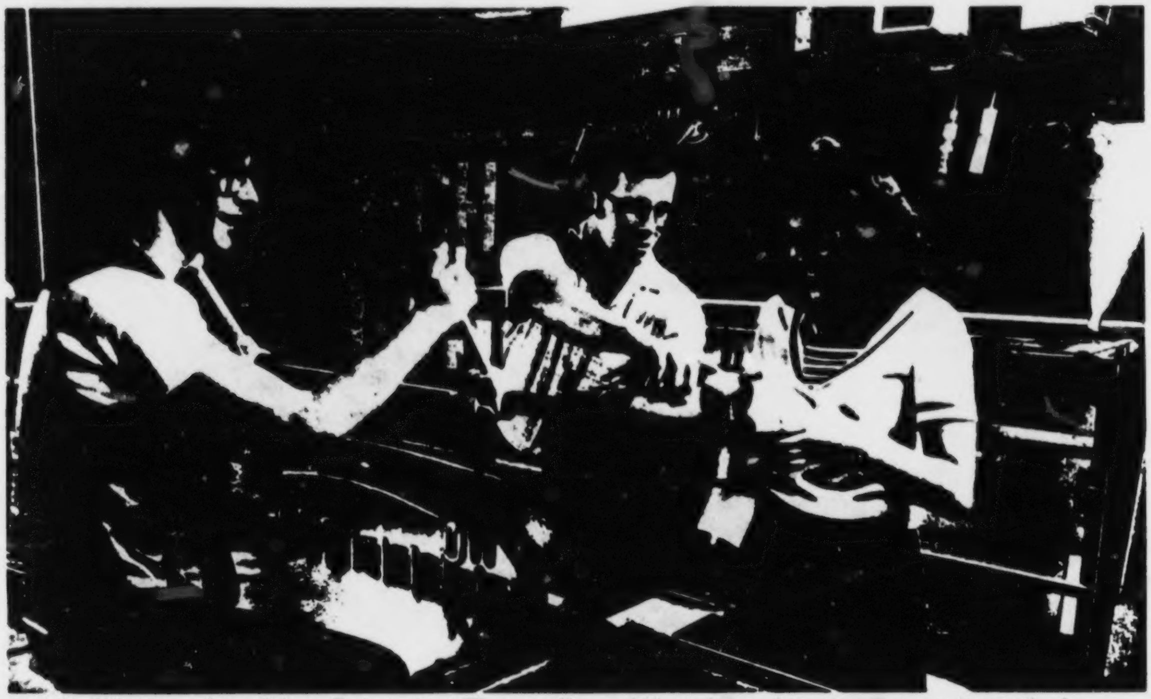

Kodak's Bill Sauers shows Edison Tech students Thomas Allen and Yvette Suarez how to operate equipment in the school's sheet metal shop. Instructors from industry increase student motivation.

Kodak Employees and Teachers Change Places

by Mary C. Corlett

Vocational education, above and beyond its inherent value to society, is critically important to Eastman Kodak Company.

As a high technology company, Kodak needs a steady supply of people with technical skills. Furthermore, as one of the largest employers in our area, we have a natural interest in maintaining a deep reservoir of the technical talent which is fundamental to our success in the world marketplace.

There are 900,000 people in the municipal area that encompasses Rochester, New York. Almost 60,000 of them work for Kodak. Most of those employees do work that requires technical training, so it is imperative that we work closely with the local educators who equip Rochester's youth with skills that open doors to careers in our manufacturing facilities.

It is a constant challenge to develop and refine programs that enhance the relationship between education and industry. Kodak and several Rochester-area school districts have been meeting that challenge in a variety of ways.

The most recent of these—and the primary focus of this article—is the teacher exchange program. This program enables vocational educators to switch jobs with Kodak employees for weeks at a time to give both Kodak and the school district a better grasp of how to prepare students for industry.

When the first exchange was proposed five years ago, Kodak was already working with local districts through cooperative education and apprentice programs.

The co-op program allows high school juniors and seniors to spend their mornings in vocational education classes and their afternoons as paid employees at Kodak Apparatus Division, where duplicators and other products are manufactured. The skilled jobs most in demand at this division are, in order of priority: automation mechanic (electrical and mechanical), tool and die maker, instrument maker, electrical maintenance mechanic, drafter, optics mechanic, sheet metal mechanic and pipefitter.

Generally, students participate from September through June, although some choose to extend the program through the summer months. Candidates must come very highly recommended from their co-op counselors and must maintain at least a B average in their studies. Last year Kodak interviewed about 500 high school seniors for the program and selected 81.

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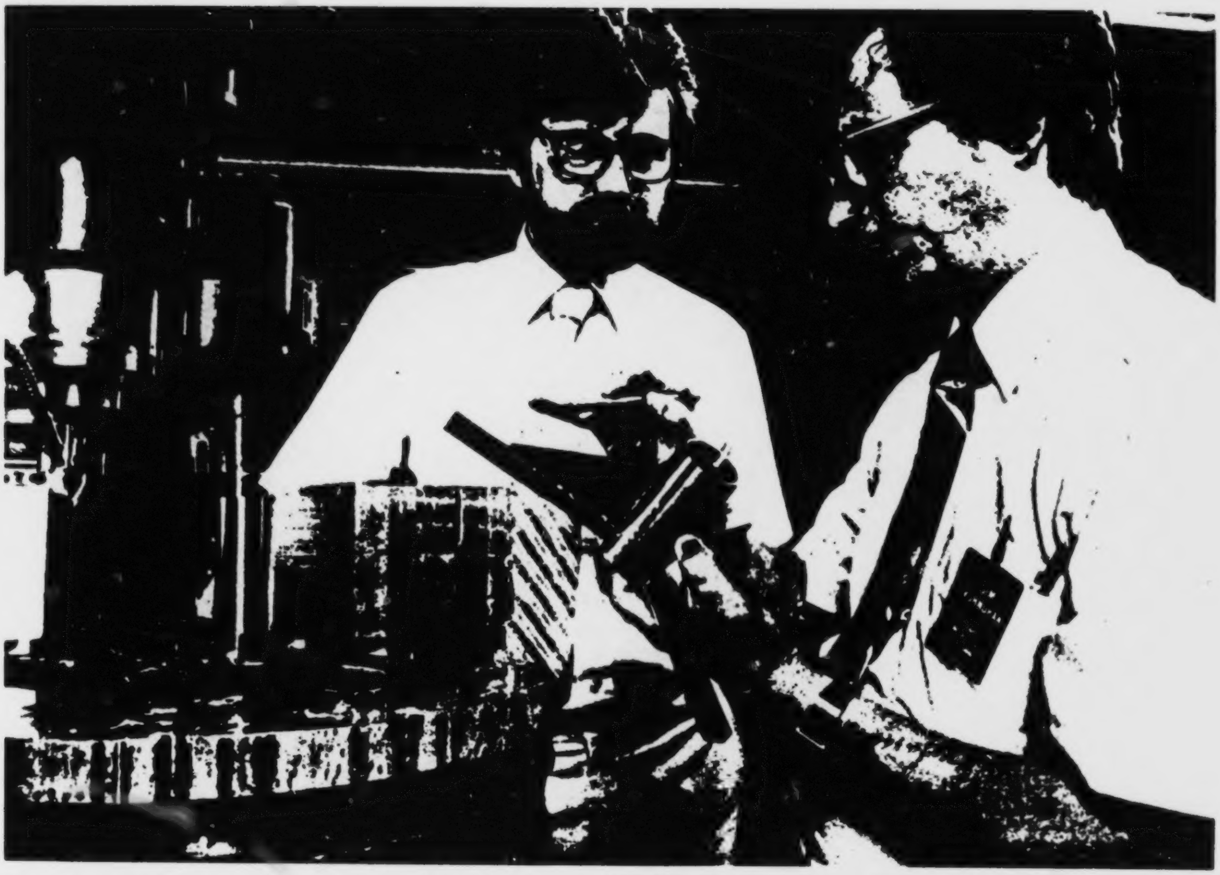

Larry Lacy, a vocational teacher from Greece Central School District, listens to Kodak employee Jim Vorndran explain a manufacturing process in the Elmgrove plant, before he begins his hands-on experiences.

Each is placed in a job that matches the student's career direction, while receiving a highly competitive wage. The students are evaluated by a Kodak supervisor whose recommendation helps determine their grade for the semester.

The following statistics illustrate the effectiveness of the program:

- In 1979-80, Kodak accepted 95 noncollege bound co-op students and placed more than 70 percent of them in permanent jobs after graduation.
- In 1980-81, Kodak accepted 100 noncollege bound co-op students and placed 85 in permanent jobs after graduation.
- And in 1981-82, Kodak accepted 81 noncollege bound students and already had placed between 60 and 65 percent of them in permanent jobs by the beginning of July, with more expected to be added before the end of the fiscal year.

As these results demonstrate, the program works very well for the students who participate. But it doesn't entirely satisfy the basic need for a free-flowing pipeline of communication between vocational schools and an industrial employer like Kodak.

It was with this need in mind that we approached Edison Technical High School in 1977 with the idea for our teacher exchange program. Despite the gains of our co-op program and other joint ventures, we still were noticing that some students were graduating without the skills needed to move right into jobs at Kodak. By the same token, we sensed that some vocational educators were disappointed by what they perceived to be the failure of industry to guide graduates along meaningful career paths.

It seemed like a natural extension of our co-op program to invite vocational teachers themselves not only to visit Kodak manufacturing facilities but to actually work in them for weeks at a time. Visiting teachers could observe various production processes and note the skills that these processes require, in order to bring this practical information back to their vocational students in the classroom.

Of course, someone would have to take over the teacher's classes during this period. What better choice for an interim instructor than a Kodak employee who is earning a living by employing the very skills that vocational students require in school?

It was our goal that the exchange would serve all concerned. Kodak would profit, in the long run, by helping to create a better skilled labor pool to draw from. At no extra cost, local school districts would be able to enhance the quality of the education they provide. And the students themselves would be much better equipped to face the day when they are suddenly thrust upon the job market.

That seed of an idea quickly blossomed and began to bear fruit. In each of the four school years since then, Kodak participated in an exchange—the first three with Edison Tech and the most recent with Greece Central School District. We plan to repeat the program with Greece Central this fall.

The instructors who came to Kodak

received the same indoctrination as any regular employee who joins the company, right down to the filling out of insurance forms. They went through and observed the operation of the employment, personnel, benefits and training departments, and received an overview of the industry's corporate structure. This approach was designed to give teachers a feel, right from the start, for the environment in which their students will be expected to perform.

From there, the teachers followed a rigid schedule that brought them in contact with dozens of supervisors in as many different manufacturing areas. The educators got a clear view of the general direction of industry, a sound knowledge of the skills valued by major manufacturers of high technology and a precise understanding of Kodak's specific personnel needs.

School personnel who were assigned to Kodak worked on special machining, and in the business and professional products model shop, the plant's equipment maintenance organization, the training department and the apprentice program through which beginners enter the preceding trades.

Our own Kodak employees, on the other hand, were experiencing first-hand what it was like to be a substitute teacher. At first they were confronted by the students' adolescent tendency to see what they could get away with. But as soon as the classes realized what impact this information could have on their lives, Kodak's exchange teachers found themselves the subjects of rapt attention. The students quickly recognized that their new instructor was dealing not in abstract theory, but in concrete, practical knowledge gleaned from experience in the real work-a-day world they soon would be entering.

The industry instructors provided training in indexing, speeds and feeds, precision measurement, heat treatment, numerical control, shop mathematics, surface grinding, lathe work, milling, drill press, layout work, bench work, sheet metal fabrication and basic math.

The Kodak instructors also met at length with district superintendents, vice principals, curriculum leaders and other administrators to discuss subjects such as preparation for job interviews and basic math.

Bill Sauers, a Kodak sheet metal construction mechanic, was the first Kodak employee to participate in the exchange program. In 1978, he spent 12 weeks teaching classes at Edison Tech—the same school he had graduated from eight years earlier.

"I had never had any training for teaching, and when I began I wrongly assumed that students could move along at an adult pace," he said. "I recognized that mistake quickly, though, and went back to basics, offering them a sampling of several different trades."

He said that if there was one area in which the students were lacking, it was mathematics.

"I really had to go over some basic math with them," he said. "There were even some seniors who couldn't read a ruler. I think if there's one area that school districts have to put increased emphasis on, it's math."

Mathematics should be an integral part of every vocational education program.

Sauers' tenure at Edison worked out very well. "Several students continued on in the trades that I'd introduced them to, and a few showed real enthusiasm for my specialty: sheet metal work."

"In retrospect, I think I helped them most by just showing them the ropes," he said.

Bill Sauers' experience in the classroom was paralleled by Larry Lacy's tenure at the Kodak Apparatus Division. Lacy, a vocational teacher in the suburban Greece Central School District, spent 10 weeks at the manufacturing facility from September through November of 1981.

"Two things stood out right away," Lacy said. "Kodak is looking for employees who come out of high school with good attendance records. Too many kids think high school is an insulated world, that they won't be held accountable for their performance there after graduation."

"That's not true. Kodak looks very carefully at attendence records. It's logical to assume that students who get to school on time and attend all of their classes will also be reliable, dependable employees who show up for their shift on time."

Lacy also seconded Sauers' concern about the need for improved mathematics skills.

"A lot more emphasis has to be placed on math," he said. "Too many students are not picking up or are not retaining the mathematical and problem-solving abilities that are required for good jobs in industry."

In a report to the school district following his tour at Kodak, Lacy recommended that at least two full years of math be made mandatory for graduation from high school vocational education programs. He also recommended that school guidance counselors participate in the exchange program to help them steer vocational students into fulfilling careers. Lacy stressed that a sound knowledge of basic machine fundamentals is more important than trying to develop expertise with a specific device or mechanism.

Perspectives like those of Sauers and Lacy are invaluable to us at Kodak and to local schools in shaping the educational programs of the future. The exchange program is still in its infancy and much remains to be learned, but certain truths already have emerged:

- Students respond very well to a professional tradesperson in the classroom. Such men and women lend a credibility to the subject that rivets the attention of students and motivates them to learn.
- The program tremendously enhances good relations between industry and education. Friendships develop, communications improve, the quality of both institutions is enhanced and students benefit immeasurably.
- Mathematics should be an integral part of every vocational education program. As Larry Lacy pointed out, both the basic arithmetic itself and the problem-solving ability that grows out of a solid math background are vital skills for most industrial trades.

My advice to educators is to explore the possibility of developing similar programs, not only with large corporations like Kodak but also with small businesses, which can offer valuable experience to vocational students.

To industrial training executives, I suggest you form solid working relationships with local school boards and solicit their support for co-op exchange and apprentice programs that fuse the strengths of education and industry and develop human potential.

And finally, to vocational students, I say learn your math and attend class. There's a job out there waiting for you.

About the Author

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ASSIGNMENT: IMPROVING PUBLIC EDUCATION

A REPORT ON BUSINESS/EDUCATION PARTNERSHIPS IN THE TWIN CITIES

October 1984

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The Education Council of the Greater Minneapolis Chamber of Commerce identifies educational issues that directly affect the business community, serves as an expert resource on education to Chamber members and positions the Chamber as a member resource for analysis, strategic planning and action on education issues.

Hill and Knowlton is an international public relations and public affairs counseling firm, with offices in the Twin Cities and 40 other locations worldwide. The firm counsels clients in a number of areas, including corporate social responsibility policies and practices, emerging issues, response management, issues analysis and the creation of programs in areas such as consumer affairs, public affairs, government relations and corporate contributions.

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CURRICULUM AND STUDENT PROGRAMS

Twin Cities businesses are becoming more eager to see results from the resources they devote to public education. "We weren't getting a lot of bang for our bucks," said one company official. "We didn't see what happened to the money we gave."

Nowhere is the impact of businesses' involvement more readily discernible than in curriculum development. A number of Twin Cities companies have developed or are in the process of developing special curricula for the classroom, ranging from courses in furniture making and experiential science programs to energy awareness curricula.

Rather than simply providing resources or advice, these companies are working as full partners in developing and implementing coursework for students -- programs for gifted, underprivileged and average students. The public affairs staff person tends to be the catalyst; the company's line people are those who make it work.

This type of partnership requires extensive, long-term involvement from both partners. Curricula must be integrated into the overall school system's management, instruction, and staff development. In the cases we saw, the request for the curriculum tended to come from outside the company, from a school or community group, a factor that many pointed to as helping the programs succeed.

"Don't have an idea and then go and try to find a home for it," advised a director of Community Affairs for a major Minnesota corporation. "People have to have a part in forming an idea, or they won't be committed to it. They didn't sign on the ship, so they don't care if it sinks."

St. Paul Companies -- Juvenile Crime Prevention Program

The Juvenile Crime Prevention Program (1) is an example of a collaboration that includes not only the St. Paul Companies and the St. Paul School District, but also has as partners the City of St. Paul and Ramsey County.

Dayton's Bluff, a St. Paul east side neighborhood, was having a problem with juvenile arson and vandalism. Representatives from the neighborhood came to The St. Paul Companies for help because they knew about the insurance firm's community involvement as well as its interest in fire prevention and arson awareness. The company brought the neighborhood together with representatives from the police and fire departments, the local school system, other interested non-profit groups and its own staff of experts in arson detection and prevention. The group decided that the local schools offered the best opportunity to teach the young people about the impact of crime on their neighborhood.

The search for solutions led to a local school, Mounds Park Junior High, where teacher Lana Mahoney had already started a program aimed at giving her students a better understanding of the police and the criminal justice system. Much of what Mahoney was doing eventually formed the basis for the Juvenile Crime Prevention Curriculum. Today, Mahoney is the program's administrator.

The St. Paul Companies provided funds to Ramsey County's Criminal Justice Coordinating Council, which developed the curriculum in cooperation with the St. Paul school system. The St. Paul Companies then funded the publication of 5,000 copies of the curriculum. Over the last five years, the St. Paul Companies has provided over $150,000 in financial support to the project.

The curriculum is a 12-week course that includes slide shows, films, and videotapes, as well as in-class presentations from representatives of the police and fire departments, the juvenile justice system and the insurance industry. Students also have on-site visits with actual crime victims in their neighborhood. A peer teaching experience is a unique program element that wraps up the project. Eighth and ninth grade students prepare lesson plans and skits to tell what they've learned to fourth and fifth graders in neighboring elementary schools.

Now into its sixth year, the Juvenile Crime Prevention Curriculum is a proven success. According to the St. Paul police department, juvenile crime decreased in the Dayton's Bluff area following the introduction of the curriculum. Additionally, an evaluation of the program by an independent research firm confirmed that the program does change student attitudes toward crime. Program administrator Mahoney held personal interviews with students who had graduated from high school after participating in the curriculum four years earlier, and found the graduates still remembered the program and that it continued to positively influence their behavior.

The St. Paul Companies' efforts in getting this program started and keeping it going over the last five years was not only an answer to a community need -- it was a response to a company business objective to reduce arson and other crimes that may result in insurance claims.

Medtronic and the Health Futures Institute

"We look for projects that are linked with what we do," said Jan Schwarz, Medtronic Community Relations and Foundation manager. "We want to be known for science, math, health promotion and the elderly."

Medtronic, which manufactures heart pacemakers and other medical devices, has worked through the Health Futures Institute and with the University of Minnesota to develop a 10-week fourth grade curriculum on health, designed to change behavior.

Four years ago, Medtronic and Hennepin County created the Health Futures Institute, a non-profit partnership funded by both Medtronic and the county government. Medtronic currently has three members on the Health Futures Institute's six-person board. Medtronic spends $45,000 to $50,000 each year to support the institute's programs, which include meetings, symposia and projections on public policy concerned with health. Working with the College of Education at the University of Minnesota, and with funds from other foundations and companies, the board developed the elementary school program. In addition to the usual workbooks and lectures, the course is available on software, and includes computer games. The curriculum aims at helping children develop good health habits.

In 1983, the program was given to four area school systems to try out: Osseo, Minneapolis, Chaska and Shakopee. In the first year trial, the program altered the students' behavior. Currently, the Minneapolis School System is considering purchasing the course. The Health Futures Institute doesn't charge the schools for untested programs, but once they are tested, there is a fee. The institute is considering other channels for the curriculum, and may approach insurance companies with a shortened version of the program.

B. Dalton Bookseller -- Literacy Program

The Health Futures Institute is clearly linked to the nature of Medtronic's business. For B. Dalton Bookseller, a Dayton Hudson operating company, literacy is an obvious business objective. In addition to adult literacy programs, B. Dalton has allocated nearly $1 million to reading programs for students in grades K-12. B. Dalton staff work with the schools to develop reading programs, and conduct workshops with reading specialists on reading motivation. In addition to the public schools, B. Dalton also works with libraries and other organizations.

Northern States Power -- Energy Curricula

As in Medtronic's case, working through an outside organization provided NSP with the most effective way to develop school curricula. Northern States Power (NSP), the electric utility for Minnesota and the Dakotas, participates in a national partnership of businesses, mainly energy and utility firms, and educational associations, called the National Energy Source Education Project. The project developed six science education courses for use in elementary and secondary schools. NSP is a major sponsor of the project.

NSP has worked individually with the same group that designed the project's six courses, Education Development Specialists, to design another energy education program for fourth graders. NSP just finished testing the course -- including pre-tests, post-tests and teacher evaluations -- and will implement it this fall.

NSP has two other courses available, originally developed by Education Development Specialists for a California utility. NSP meets regularly with elementary and secondary school principals, curriculum developers and teachers to discuss the programs, and carefully monitors them. At the end of each school year, a "learning growth report," based on teacher evaluations, is published and distributed. The educators may order the programs from NSP at no charge.

One out of three elementary or secondary students in Minnesota and the Dakotas has participated in the NSP courses, some of which have run for three years. NSP thinks the major reason for the curricula's success is the National Energy Source Education Project's affiliation with educational associations such as the American Federation of Teachers, the National Parent Teacher Association and the National Science Teacher Association.

"Educators tend to distrust the intents of businesses when they offer resources or funds," said Richard Stanford, education liason for NSP. "The trust can be gained by enlisting the participation and support of educational interests as well as business."

Stanford stressed that NSP doesn't impose the programs on the teachers. "We say, here's a curriculum, would you try it out and let us know if it's any good? It's important that the teachers think it's good," said Stanford. NSP has rejected three programs that the teachers felt were ineffective.

Honeywell and Summatech

An example of broad involvement by an individual company involved in curriculum development and structural change is Honeywell's Summatech program. In addition to helping to develop the curricula, Honeywell assisted in designing and managing the program's structure, marketing, staffing and financing.

Summatech, a magnet program at North Community High School in Minneapolis, offers interdisciplinary curricula in math, science and technology primarily to minority and female students in grades 9-12. "Magnet" programs are designed to promote desegration by attracting students to other schools with special programs.

Honeywell entered this partnership in 1980, after the Minneapolis School District requested the company's help. After an initial four months of discussion with school administrators and Honeywell staff, described as "slow, tedious and occasionally discouraging" in a Honeywell report, the plan was developed. Honeywell offered $40,000 to the district to help fund a full-time project coordinator and to facilitate efforts throughout the district. The district offered to share 50 percent of the salary costs for the coordinator, and the partnership began.

Honeywell's program provides an example of how to structure for a major curriculum implementation. After the plan was developed, a steering committee was formed consisting of representatives from school administration, teachers, parents, Honeywell and the University of Minnesota's Institute of Technology. Different task teams in various issue areas developed strategies and timelines for putting the program together. The superintendent of the Minneapolis Public Schools reviewed all recommendations for final approval.

In addition to its financial contribution, Honeywell provided 62 volunteers (mainly scientists and engineers) who participated in the steering committee and task force teams, and three human resource managers who served as project consultants. Other employee volunteers designed and produced the audio-visual show and marketing brochure for student recruitment and worked on staff development, curriculum development, and equipment acquisition proposals.

Honeywell considers its volunteers the most important resource that it provided to the partnership. Through Summatech, Honeywell's scientists develop "buddy" relationships with teachers. They provide support and understanding as fellow scientists try to grapple with fast-paced technological change and offer ways to link industrial resources with teacher needs.

The Summatech faculty at North Community High School includes two math teachers, one biology teacher, one chemistry/physics teacher, one computer science teacher and half-time photography and drafting teachers. One of North Community High's assistant principals administers the program. This school year is the program's third year. It attracts students from throughout the district -- over 70 percent of the applications for the 1982/83 class were from other parts of the district.

The program continues to develop as it is implemented. "A partnership is an ongoing process that needs to be worked at and nurtured," said Rita Kaplan, manager of Education Programs for Honeywell. "It's not static -- you have to keep responding to new issues as they arise."

Individual schools are beginning to approach business for help in curriculum development. A number of companies we spoke with said schools had recently contacted them.

Science Coordination Committee of Minnesota

The Science Coordination Committee of Minnesota (SCCM), a consortium of businesses, educational institutions and organizations, explores the pooling of public and private resources to enhance science and math education. SCCM encourages pilot projects that use community resources to enhance the quality and scope of mathematics and science education in Minneapolis and St. Paul public schools. In 1983, pilot projects were tested in elementary, junior and senior high schools in both cities.

SCCM's Teacher Assistance Program reviewed teacher requests for industry resources for the 1983 pilot programs, referred them to the most appropriate institution, business or other group, and paved the way for teacher access to these resources. The SCCM is considering its future role and may continue to link resources and test prototypes for other organizations.

Minnesota Alliance for Science

SCCM's pilot projects and recommendations helped the Minnesota Alliance for Science develop its agenda.

The Alliance for Science, a partnership between the private and public sectors, has begun developing strategies for improving learning about science and mathematics in the state. One of the goals of the Alliance is to assist school districts in making informed decisions about curricula.

The Alliance seeks funding to summarize recommended characteristics of quality programs, review current curricula, and for limited curricula development and training of consultants. The group's steering committee and teams include teachers, principals, superintendents, post-secondary faculty, policy makers and business leaders.

Currently funded largely by the Bush Foundation, the group has assessed math and science education in grades K-12 throughout the state, and in October 1984 will issue a long-term comprehensive action plan for the next 10 years, "Action for Excellence and Equity: A Comprehensive Plan to Improve Learning in Mathematics and Science."

Work Internship Program

Businesses are employers, and a few Twin Cities companies have focused on that role in a partnership begun in 1983. The Work Internship Program, a partnership between the City of Minneapolis, the Minneapolis Public Schools and the Chamber of Commerce, is aimed at reducing the high drop-out rate between 11th and 12th grade by involving potential drop-outs in a work program. The program provides vocational counseling, work orientation and work experience for students that may otherwise face life-long employment problems.

The Chamber identifies six business representatives, who take part in a work orientation program for the students, and offer six weeks of employment between the students' junior and senior years of high school, and the opportunity for full-time employment after high school. Targeted Job Tax Credits reimburse the employer for 50 percent of the wages paid during the program's first year.

The students' progress is closely monitored by committees consisting of school and business volunteers. In 1983, the program placed 88 target youths in full-time summer jobs. Of these, 82 were successful and have entered their final year of high school.

General Mills and Henry High School Community Action Team

General Mills and the Patrick Henry High School have formed a Community Action Team to provide students with work experience and positive role models, to encourage young people to become involved in community projects, and to help students learn about the planning process. General Mills provides $20,000 in funding for the program. A committee of three volunteers each from General Mills and Henry High administers the program.

Interested students work with a staff member at Henry High to identify a community need, develop a plan to address it, with a budget and timetable, and to present it to the administrative committee. If it is approved, the project begins. The Community Action Team pays for the cost of equipment required, as well as salaries for participating faculty and students.

The program was introduced to Henry High in November

1983. To date, six projects have been approved, involving 40 students. The projects range from videotaping school and community games and events for presentation to senior citizens, to providing services to the elderly and teaching floor hockey to boys and girls ages seven to 13. One student is assisting as a full-time school volunteer, managing materials donated to the Minneapolis Public Schools from about 200 companies. That program will be discussed later in this report.

Study available from:

Citizen's League
84 South Sixth Street
Minneapolis, Minnesota 55402
(612) 338-0791

Collaborative Programs in Urban Schools: Case Studies
Prepared By
The National Urban Coalition

With support of the National Institute of Education
July, 1980

SUMMARY OF FINDINGS

It has become painfully evident, that in the next decade, the twin achievements of reducing high unemployment and rampant inflation simultaneously will take the form of direct and targeted attack on current education practices and companion structural unemployment issues. The current state-of-the-art research in alternative curricular approaches, suggests that those practices and issues must place special emphasis on mobilizing private-public-sector involvement or collaboration in programs aimed at transiting secondary-level urban high school youth from secondary school to the workplace.

While sound fiscal, monetary, and other socio-economic policies must, of course, be an integral part of this transition effort, this Study paid close attention to the measure of public-private-sector partnerships in education that appeared to effectively deal with alleviating the possibility of continued high rates of structural unemployment among urban secondary-level youths. Similarly, while the Study recognized the federal government's current commitment to subsidizing training programs for youth, its major objective has been to review those potentially replicable school-private-sector partnerships that have demonstrated and evidenced a decreasing reliance on government financial support.

Drawing on data extrapolated from surveying the four exemplary collaborative experiments, the Study concludes that the proliferation of public-private-sector partnerships program efforts to aid secondary-level urban youth is both noteworthy and imperative. It is also urged that these collaborative models be exported, not only to large urban systems but to small systems, as models for the wider use of such initiatives and as a basis for mobilizing national support for replication of private-sector involvement at the individual school or system level.

The case reports presented in this Study represent the results of the 2-year research effort. The case reports are four variations on the same theme of public-sector activities and public-private partnerships developed to provide on-the-job-training and post-graduation placement opportu-

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nities for urban high schoolers. They illustrated the many and diverse types of collaborative approaches to bring about an improved transition from school to the workplace for urban youth.

The four programs selected for the study have been identified as "exemplary" collaborative education projects based on the site selection criteria and the Research Plan. The strategies for the design and implementation of these programs are viewed as replicable to other school systems. A brief description of the four exemplary collaborative education programs is presented below:

1. The Arts Magnet Program, Dallas, Texas

Part of the impetus for a changed and more involved role of the business community in Dallas resulted from the Court order to desegregate the public school system. Hundreds of business men and women were involved and coordinated by the Dallas Chamber of Commerce and the Dallas Citizens Council. Because of the support of business and the community, and the leadership provided by school officials, the Dallas desegregation plan was implemented without the violence and hostility found in many other communities. The magnet concept was employed to attract students to city-wide programs aimed at specific career clusters. The Arts Magnet High School is designed to give exploratory but intensive training to young artists in two major areas of study: The Visual Arts, and the Performing Arts.

2. The Regional Occupational Program/S.T.E.P. Los Angeles, California

This program is administered by the Security Pacific National Bank in a collaborative school partnership through its Skills Training Educational Program (S.T.E.P.) This collaboration involves some eight programs with the Los Angeles School District.

The intention of these programs is to have business involved in the education of urban students. The S.T.E.P. program, run by the Security Pacific Bank (SPB) is a subsidiary of Regional Occupational Programs.

The Regional Occupational Program is a program of decentralized classes for occupational and career training for public high school students in the Los Angeles City Unified School District. ROP classrooms may be found in the high school or working area of a private industrial, commercial, or professional facility, where students from two or more schools receive "hands-on" vocational instruction and practice that is unavailable in regular high schools.

3. The Community High School - Detroit, Michigan

The Detroit Public Schools' Community High School was established to provide a variety of special enrichment courses to supplement regular courses taken by high school students throughout Detroit.

The basic program of the Community High School includes two types of curriculum: (1) courses that center around major ideas, concepts and concerns relevant to the urban setting of Detroit; (2) Citywide courses that are usually not available at the neighborhood school because of a lack of enrollment.

The uniqueness of the Community High School lies in the utilization of the community resources and direct involvement of Wayne State University in the school's operation.

4. The Parkway Program - Philadelphia, Pennsylvania

The Parkway Program was established to provide a variety of academic experiences outside the traditional classroom setting through courses taught by community volunteers, and to enable students to gain knowledge in a specific field as well as develop realistic career choices. The Parkway Program, the original "school without walls," currently enrolls over 1200 students at five separate unit sites.

The findings discussed in this report can be grouped the following major questions:

What kinds of students were participating in the public-private sector collaborative experiments?

- Approximately 75 percent of the students enrolled were minority inner-city secondary-level high schoolers. The exception being the Community High School/Wayne State University pairing where participants were predominately middle-class and college preparatory track students in their feeder schools.

How committed (i.e. to the collaborative concept) and/or experienced were the participating school and non-school professionals?

- Fully two-thirds of the participating teachers, university faculty/administrators, and industry personnel had two or more years content area and/or occupational teaching/work experience.

- All participating professional personnel either volunteered or were nominated by the LEA/partners as ideal instructional or administrative candidates for the program.

- Approximately 75 percent of all staff (both school and private sector) had been involved in or with company in-service or district workshops concerning the implementation of a collaborative-type program.

What were some of the general program characteristics (e.g., program size, school-non-school partnership relationship, etc.) and success factors of the exemplary collaborative programs under study?

- The number of students served by the projects ranged from 250 to 2,000 per academic year, with all four projects serving at minimum between 100 - 500 students. The largest between student enrollment recorded was at Parkway, with approximately 500 participants per site for a total of 2,000.

- Success Factors

  - Project partnership management was stable over the years of operation, and project instructional attrition or dropout rates were relatively low.

  - School-non-school lines of communication were fluid and were relied upon by program staff and students to inform about any program modifications or changes.

  - In all four programs, sustained student interest and motivation significantly contributed to successful program maintenance.

  - The four programs received ample support from the business and private citizens in the surrounding communities.

  - The program success is positively correlated to the extent to which school officials have been able to disseminate sysetm-wide and provide information/technical assistance about program intent and long-range objectives.

  - Although the intent of the collaborative programs is to up-grade and ease student transition from school to work, their goal was not to provide job placement assistance. However, it appears that student retention and success at their assigned workplaces was positively correlated with their expectations for program assistance with and in post-graduation employment.

- Student participation in the collaborative program experiment positively affected their attitudes toward the need for career awareness development coupled with appropriate skills training, and other school related activities.

- While generally costly to operate, state education agencies commitment to program continuation has led to increased local cost pick-up with reduced reliance and dependence on "soft" federal dollar support.

The Study results indicate that by creating a collaborative effort that provides stable management with professionally committed staff, there is developed a population of highly motivated students who have been assisted in realizing their career aspirations.

THE REGIONAL OCCUPATION CENTERS PROGRAM/(ROP) SKILLED TRAINING EDUCATION PROGRAM (S.T.E.P.)

PROJECT CONTEXT AND TARGET POPULATION PROFILE

The city of Los Angeles, located in Southern California has a population of approximately 2.9 million. The city's high school system's (LAUSD) FTE for the 1979-80 school year is approximately 541,000, and of this Hispanics, Blacks, Asians and Native Americans represent 72% (389,000+) of the overall school age population. There are 713 school campuses, of which 425 are elementary schools, 75 junior schools, 5 "opportunity," 42 continuation, 27 community adult centers, 21 special education centers and 6 independent sites. In addition, there are 90 child centers and 7 school centers.

The Regional Occupation Program-Skills Training Program (S.T.E.P.)/Security Pacific Bank operates within the Los Angeles United School District.[1]

Los Angeles United District and the Regional Occupational Centers Program (ROP): A Beginning

Begun in 1966, the ROP, administered by the Security Pacific National Bank offered a limited set of vocational opportunities to LAUSD students[2] (primarily in industrial arts-related activities). Despite the paucity of vocational and occupational program options, the program took one of the many needed first steps toward affirmatively linking business' resources and expertise with a local education agency. Reorganized in July 1974, ROP was expanded to include the S.T.E.P. and offer a variety of business/bank-related experience to urban secondary-level youth in the LAUSD.[3]

S.T.E.P.: A History of Involvement

The S.T.E.P. program,[4] a program of collaboration between the Los Angeles Unified School district and the Security Pacific Bank, originated as the brainchild of a LAUSD teacher who insisted that learning business skills (and related methodologies) could best be done in a business environment. That and some incredibly good luck has resulted in a far-reaching program that serves 4,000 students per year in training from clerical skills to data entry.

The philosophical underpinning of the program was articulated as early as 1961, when two academicians (who have become well-known for their work in integrating "experimental" models into traditional settings) discussed the collaborative concept with the then director of community development for Security Pacific. The bank agreed to pilot a small program to qualify students for supervisory level in banking and business-type jobs. The success of the pilot sparked the bank's interest and when an appeal was made in the Fall by the high school teacher to Security to continue and expand the program concept.[5] Security agreed wholeheartedly.

Having firmly established the feasibility of the business-school partnership, it was arranged for students to come to the Security Pacific Bank and be routed to a variety of departments to work and observe bank employees at their stations. It should be interjected here that full support was received and on-going from the LEA superintendent of schools. The program was sustained through the efforts of the original district teacher, a public relations employee at the bank, the assistant administrator for occupational programs for the school district and one of the original "volunteer teachers" from the bank's staff. The program's viability over the year resulted from the unchecked enthusiasm of the Chairman of the Board and the President of the Bank, each of whom took an active interest in the educational/vocational development of the students. Today, the program has grown to the point that 53% (303.6) of the 573 operating branches of the Security Pacific Bank have like programs for students.

GOALS AND/OR OBJECTIVES

Program Goals

The ROP/S.T.E.P. program goals are to supplement the on-going LAUSD vocational/occupational program through the provision of special intensive training in specific job-related entry-level skill areas.

The specific objectives of ROP/S.T.E.P. are to:

- teach specific entry-level skills;
- help students obtain gainful employment upon course completion;
- provide a vehicle for student completion of the LAUSD occupations program;
- provide students with the opportunity for "hands-on" skill training;
- provide occupational training through course activities not offered as part of the regular day school program;
- provide students with an opportunity to experience the physical requirements of a work environment;
- provide students with an opportunity to make specific classes not offered in other area high schools;
- provide students with an opportunity to interact with fellow workers, management and other industry personnel; and
- to expose students to the technology and industry related standards of operation.

Classes, organized through the collaboration of industry and labor management advisories, are open to all students -- the only limitations to class participation are student interest and the availability of appropriately equipped facilities.

CLASSROOM AND/OR SCHOOL INFORMATION

Major Program Characteristics

R.O.P.

ROP is a program of decentralized classes for occupational and career training for public high school students in the Los Angeles City Unified School District. (LAUSD). ROP classrooms are found in the high school proper or working areas of private industrial, commercial, or professional workplaces, where students from Los Angeles senior high schools receive "hands-on" vocational instruction and practice that is unavailable at their regular high school.

Students in ROP must be seniors and pass a battery of tests administered by Security Pacific. Once accepted, students follow a structured program in all aspects of banking. Classes at the bank begin six weeks after LAUSD's schools open. This is done to allow academic content-area teachers at the feeder schools to adequately cover the required basic elementary skill areas (e.g. mathematics, English, word-processing, etc. Classes are held at the bank four afternoons per week, two hours per day (from 1:00 - 3:00 p.m.). Fridays are spent at the feeder schools in academic, art, music and P.E. courses. (See Exhibit G for LAUSD developed concept paper on the ROP concept).

Project S.T.E.P.: The Program

Project S.T.E.P. an adjunct of the ROP, serves seventy school districts, training 2,000 students a year. SPNB-sponsored skills training classes have grown from four entry-level clerical courses and a Saturday teller class to more than eighty classes in seventeen banking and business occupations (e.g. bank teller, banking operations, bank reconciling, proof operator, credit occupations, credit counselor, office careers, data entry, CRT operations and word processing). LAUSD also offers a companion six-hour personal economics module. Additional subject areas are offered as needs arise.

S.T.E.P. has two components:

(1) evening and Saturday classes conducted at SPNB branch offices or service centers (such as the headquarters, bank card center and the computer center) by SPNB employees who have received certification from the school system and the California State Department of Education to teach part-time, and (2) six weeks of morning preparatory instruction in banking procedures and operations.

Full-time district teachers are responsible for preparing students for their "hands-on" experiences at the bank and for providing follow-up classes on Fridays in the traditional classroom settings of the feeder schools.^{6} Supervisors at SPNB are called "volunteer teachers." They donate a portion of their workday to the program and are both encouraged and compensated by the bank. They instruct students in general business procedures, answer any questions, and instruct and inform them about specific job roles and equipment operation.

Activities relevant to the particular department in which the student is working are accompanied by a set of questions which the student is expected to ask the volunteer teacher. This kind of curriculum structure has been in operation for the past three years. This SPNB learning center model is being used by seven other companies operating LAUSD clerical daytime ROP classes.

Tasks at the learning centers to be mastered by participating students include:

1. Typing: Activities include letters, envelopes, memos, checks, labels, etc., on IBM electric typewriters;
2. Using the telephone and receiving callers: Activities include answering, placing and transferring calls;
3. Processing mail: Activities include picking up, sorting, distributing, collecting and preparing outgoing mail;
4. Reproducing and assembling printed material: Activities include duplicating, collecting and preparing outgoing mail;
5. Accounting: Activities include balancing listing tapes, locating check disbursement, listing errors, and preparing voucher checks for general expenses;
6. Ordering and inventorying: Activities include controlling inventory, ordering supplies, etc; and
7. Filing: Alphabetic, numeric, subject, geographic chronologic, tickler (including coding, sorting, retrieving, etc.)*

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*Authors (at this writing) could not determine if students were compensated for time spent at the learning center.

The bank reports total number of hours students have completed and the grade earned. Based on this information, the sending school decides how many credits accrue to the student. This system may vary among schools. The bank also submits final reports on the students' progress.

At the conclusion of the course, each student is given a letter from the bank detailing what was done and how well it was accomplished. (This letter is very important to students, because it serves as a letter of reference for those who seek employment at places other than Security Pacific Bank.)

It is important to note, at this juncture, that students are always accompanied to the bank by their classroom teacher. This is done because certified LAUSD instructional staff personnel must accompany students during off-campus activities and secondly because it serves to emphasize the collaborative relationship between the school and bank. (In addition, if any problem arises the teacher is always present.)

STUDENTS

Senior students are drawn from all LAUSD schools. The LAUSD has public relation recruitment drives for the students and also disseminates materials detailing program specifics. Screening of students is done by the career counselor and also by the bank. The teacher conducts the final phase of the interview and screening of the students. This ensures that students who are accepted into the program have met with program staff and have sufficiently demonstrated interest in joining the program. (In addition to the interview phase, all students accepted must achieve "passing" scores on the bank's basic mathematics and English tests.

With acceptance into the program,[7] students must sign a Guest Bond and are considered employees of the bank while they are there. They then work with cash at the teller windows and use the bank records in other aspects of thier program. Students are given liability coverage which is provided by the district during the student's tenure in the program. They must also abide by the dress code established by the bank and must adhere to company time-in/time-out requirements. Failure to do this results in students being dropped from the program. These conditions are clearly understood by the bank personnel, teachers and the students prior to the beginning of each program cycle.

PROGRAM PARTNERSHIP PROFILE

The Security Pacific/LAUSD partnership illustrates graphically how business, committed to community development (and not just profit margins) can collaborate to meet the skills training and education needs of students and society at large.*

Overview of the Bank's Involvement in Education

For over a decade SPNB has participated in California Community Educational Development programs. The bank sees education as one of the primary avenues through which it can make a significant contribution to community and society. It operates several educational programs, the largest of which is the Skills Training Educational Program (Project S.T.E.P.) -- classes for which the bank provides all the training. Other programs run by SPNB are the Regional Occupational Program (ROP), Exploratory Work Experience Education (EWEE), Cooperative Education (COOP) and General Work Experience Education (GWEE). (See Exhibit I for a complete listing and description of each program). SPNB serves over 171 California school districts, through its community Educational Development Division. Programs are managed by a director of Community Education Development and full-time assistant. The majority of S.T.E.P. students are drawn from the Los Angeles Unified School District (LAUSD).

The Director's Perspectives on Community Education

The bank's present Director of Community Educational Development came to the program with good educational experience and credentials. A well-organized individual, she has taken advantage of every opportunity to increase her knowledge of bank operations and teacher and student needs.

To recruit teachers, she posts job openings on company bulletin boards, in the bank's in-house publication, and disseminates a recruitment flyer listing job prerequisites (SPNB) and responsibilities as well as basic information. All interested candidates are interviewed to assure that they understand the scope of teacher responsibility. Qualities sought include good job performance, a general appearance that would provide students with a good role model, and a sincere desire to serve young people.

At the beginning of the school year, she convenes a "faculty meeting" to train Project S.T.E.P. teachers, set a "tone" of learning, and generally generate enthusiasm. Conversely, she has structured the students' experience into an organized learning center curriculum (see also, learning station Master List)*. At the end of the school year, SPNB's volunteers are given a breakfast in the bank's executive dining room attended by the bank president. Teachers receive goldplated "Big Apple" awards, inscribed to recognize their contributions and dedication.

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*See Exhibit J for Organizational Chart for Collaboration

The Community Educational Development Director has received several national awards for her work in the SPNB S.T.E.P. program. They include the Public Relations Society of America's award, the Silver Anvil, and the Award of Merit from the American Vocational Association. It is her opinion, that the continued success of the program involves assuring management that the program will not adversely affect productivity, that security risks will not be higher than with regular employees and that the school district will assume liability for any student precipitated mishaps.

The director's greatest challenge was to sell the program to each management level (department, branch, etc;) and elicit their support. The support of the bank's chairman of the board and its executive level administrators has been critical in this regard. Because of management turnover, the selling of the program has been continuous effort. The director feels it is important to anticipate management trepidations (i.e. STEP) and to be prepared to deal with them. The greatest program selling feature has been its potential for providing a large pool of trained professional employees. (it should be noted, that once a particular department has had a successful experience with a student, the program often sells itself).

Discussions with the director identified liability and security as the bank's main concerns. Once legal experts advised management that it would be no more liable for students than with a regular-hire employee, full bank support ensued.

From the director's point of view the following are program success factors:

1. ability to continuously sell the program to SPNB men and senior-level LAUSD personnel;

2. frank and open communication with all participants;

3. securing assistance from any and all eligible professionals willing to "volunteer";

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*See Exhibit K

4. accepting advice and opinions from interest groups; and

5. the ability to predict potential program problem areas and subsequently provide the appropriate remedies.

Top Management Perspectives

The chairman of the board of SPNB is fully dedicated to the program which he spearheaded, by making contact with other top management people. As a National Alliance of Business affiliate member and its former President, he has direct access to key persons in the business world -- which has been of assistance in obtaining and maintaining program support. His contacts combined with his personal commitment to the program, have been immeasurable. He believes in the program and sees it as one of the quickest ways of solving some of the ills of urban education.

He does not time date the project, seeing it as an open-ended effort. The chairman cited the following as critical success factors: (1) total commitment; (2) provision of financial and other support; and (3) involving the "right" people.

Similar sentiments were expressed by the bank's executive vice president. He described the bank's program as one in which "everybody wins". According to this vicepresident, students/teachers/and Security Pacific "win" by:

- Students -- through the acquisitions of tangible vocational skills that make them immediately employable.

- Bank teachers -- by earning some extra income, as well as enriching their personal development.

- The Bank -- through access to trained potential employees with usable skills.

The executive vice president supports the program through various activities. He holds informal discussions and interacts with teachers through classroom visits and meetings with students, supervises his staff to assure that they follow-through and recruits qualified students for the program. He attends classes to understand students, teachers and their problems, their reasons for participating in the program, and their expectations. He also maintains relations with key school district personnel in order to share and up-date them on program operations.

The executive vice president stressed the need for a collegial relationship with the school district, emphasizing that, "You cannot be superficial; you must believe in the program." He noted that the training given to the employee "teachers" was an integral part of making the program operate smoothly. Furthermore, recognizing bank participants in a tangible, public way has not only helped the program work but also has made employees feel positive about their company.

He stressed the value of having LAUSD personnel recruit the persons in the coordinator/liaison positions. Besides these major participants in the program, there are others without whom the program could not operate, (and where responsibility and mindsets between LAUSD and Security Pacific around hiring must be formalized): the Director of Community Educational Development for the bank, and the Assistant Administrative Coordinator of Regional Occupational Programs and Centers for the school district. Everyone interviewed pointed to these two positions as primary contributors to program success.

When asked what he would suggest to companies who wish to take on a similar venture, the executive vice president suggested that it was critical for their top management to understand and support the program's goal of school-non-school sharing responsibility for program operation and continuity. He underlined the necessity for corporate visibility, i.e., class visits, communication with students and teachers and encouragement of personnel in the recruitment of graduates.

Active involvement and genuine interest in people were high on his list of priorities, along with development of a close working relationship with the educational coordinator. These factors helped to support him among his colleagues. Follow-up memos to colleagues also facilitated cooperation and assistance from top management.

The establishment of a good relationship with the school district through its liaison person was also considered important. He felt that both the company and the LEA should be clear on program goals, objectives and priorities in order to avoid conflicting expectations. Most important, in his opinion, however, is the total commitment of top management, its belief in the program's value and its unqualified commitment to continued implementation and expansion.

Teachers

Project S.T.E.P. has more than seventy teachers who "wear two hats" -- as bank employees, and as teachers. They must receive a California Designated Teaching Certificate from the school district through the State Department of Education, as well as take a course in Techniques of Teaching. Teachers are recruited in a variety of ways -- through personal contact, referrals and in-house ads, and must demonstrate and commit themselves to total involvement with students and to the collaborative model concept.

Criteria for Selecting Teachers

All teachers are interviewed by the director, who also wears the hat of a Security Pacific assistant vice president. Teachers must meet LAUSD certification requirements and be able to show they are time-flexible, since class hours vary (e.g. six hours on Saturday, evenings, etc.). They must also be able to actively relate to the students and serve as role models.

Qualifications

A Project S.T.E.P. teacher must be a high school graduate and have at least five years of full-time experience in the subject area. College graduates only need three years of related full-time experience.

S.T.E.P. teachers are given a Teachers' Handbook designed to help them understand and execute Project S.T.E.P. methods and procedures. The handbook provides a step-by-step description of their duties and covers such issues as dress, punctuality, teacher role, discipline and student behavior and rules for the classroom.

Teachers are given carte blanche to try out their own ideas, a key in sustaining teacher interest in the program. Most teachers treated their students as professional employees, expecting a good product from assigned tasks, and often were very impressed with the students' professionalism. Teachers showed a genuine personal interest in helping students learn all they could before they sought jobs--how to look through classified ads, prepare for an interview, and how to respond to personal questions during the interview.

Teachers felt that the beginning of the year "faculty meeting" provided a real incentive for good job performance and helped to generate new ideas and attitudes. One of the teachers interviewed was the first Project S.T.E.P. teacher.

Her involvement began four years ago and her teller class became prototype for most of the classes that followed.

LEA Participants

The Assistant Administrative Coordinator/Regional Occupational Centers and programs for the Los Angeles Unified School District is experienced in education and has had some business exposure. His responsibilities include coordinating all district programs involving collaboration with the business community, including SPNB. He is also responsible for making sure that the schools understand program recruitment and placement. He is also responsible for dissemination of all information about the program.

The coordinator attributes program success to the quality and caliber of its partnership participants (i.e. LEA and Security Pacific) and feels that program operators must be aware of all program aspects and maintain communication across the board to ensure successful operation.

Principals

Meetings with principals of the feeder schools for the daytime Office Careers in Banking classes revealed that they also are totally committed to and satisfied with the program. The principals saw the bank as totally involved in the program, illustrated by the way it selects both the personnel and students and the specific care taken to plan the program and prepare teachers and students.

The concensus of the principals sampled was that students have benefited tremendously from their experiences at the bank, reflected in increased self-confidence and a seriousness about the world of work. Similarly, principals indicated that apart from ensuring that students and teachers get all the support they need, it is not necessary for them to be involved in the day-to-day aspects of the program, and that strict scrutiny of program.

The only concern voiced by the principals was the length of time students were required to spend traveling for daytime classes, that this detracted from student classroom time at feeder schools.

Counselors

LAUSD career counselors, when interviewed, explained that once the students are enrolled in the program, they do not keep in close contact with them. However, they were so satisfied with the program that they cite a bank slogan to sum up their feelings, "It's the Bank you don't have to think about."

In discussing program success factors the counselors cited total commitment from bank management and its corporate structure. They also felt student self-image was improved with participation in the program. Most saw development of skills as a primary benefit, followed closely by student exposure to the downtown business world and to the plethora of job opportunities. They also noted that the bank actively offers large numbers of students employment opportunities and, therefore, no recruitment and retention problems exist.

PARENT AND COMMUNITY INVOLVEMENT

At this writing, the authors were unable to determine the extent or degree of parental and/or community involvement in either the design or implementation phase(s) of the S.T.E.P./LAUSD collaborative.

SOURCES OF FUNDING

The cost of operating project S.T.E.P. cannot be defined in terms of actual dollars spent, because the bank's in-kind contributions are significant, (e.g. staff, materials, facilities etc). As a result, the LEA pick-up portion is reduced substantially. Classes are sponsored by various bank divisions which provide materials and supplies. The major costs accrued to the bank are the salaries of the director and her assistant. Major LEA line-item costs are those that cover salaries of the teachers who work beyond their regular work hours or schedules.

Initially, the Vocational Education Act (VEA-PL 95-560) monies were used to fund positions to develop classes in business and industry. Then, in 1966-67, legislation was passed establishing the Regional Occupational Programs, which are now a part of the LAUSD and funded by the LAUSD and other public revenue sources.

EVALUATION STUDIES

Evaluation

Todate, no formative or summative program evaluations has been conducted by Security Pacific. Currently, baseline student profile data is being collected for purposes of assessing program gain, student achievement/placement statistics, etc.

SUCCESS FACTORS

Success Factors

Based on discussions and observations, it can be concluded that the success of the bank's program is due to a number of factors:

1. Willingness of top management officials to take the risk of having young people learn in the bank;
2. Dedication of participants and their interest in the students;
3. Students' motivation and interest;
4. Open lines of communication across-the-board between the LEA and Security Pacific; and
5. Security Pacific track-record for employing S.T.E.P. graduates in SPNB offices.

Conversations with former students indicated that, apart from acquiring specific marketable skills, they have also acquired the behavior skills and principles required of those who work in the business world. Every student interviewed "sold" themselves immediately through a direct, articulate and informed presentation of themselves. Through their interaction with top management bank executives, students have been able to overcome their insecurities about and with authority figures. Similarly, the executives have had an opportunity to work with young people and learned to understand some of their fears, problems they face and the potential of S.T.E.P. graduates "to roll over" into and succeed in positions secured at SPNB.

FOOTNOTES

[1] The LAUSD also manages and administers 49 senior high schools, 5 occupational centers and 54 magnet-school programs. ROP classes held in the early stages were designated high schools that had specialized equipment and specially-trained instructors. Some ROP classes also were initially housed in private businesses, taught by industry experts using occupation-related equipment and systems.

[2] The high schools of the Los Angeles Unified School District (LAUSD) have traditionally been organized on a comprehensive basis, hence, each has within its walls a self-contained Industrial Educational program unit. Industrial Education is offered to students on two levels: Industrial Arts and Industrial Occupations. With the passage of the YEA (PL88-210), the offerings in the vocational - industrial occupations program more have than doubled.

Each high school district has at least seven shops. However, to meet community needs, some schools have as many as sixteen. It was recognized at the inception of the industrial occupations program, that even at its best, the model had some limitations. These were cost, and the fact that subject-area teachers could not be expected to be certified in all craft areas represented, as a result, even with the new authorizing legislation increased number of shops and skill and craft area opportunities could not be offered to urban youth.

In order to meet more fully the needs of secondary-level urban youth, a program titled "Regional Occupational Program (ROP) (and administered by the Security Pacific National Bank) was introduced as a supplement to the ongoing program, to overcome some of the aforementioned limitations of the LAUSD district high School's Industrial Occupational Programs.

The program was reorganized in July, 1974, and the title was changed to "Regional Occupational Programs" and placed under the operation of the Regional Occupational Programs/Security Pacific National Bank.

[3] The ROP was placed under the direct supervision of Security's Regional Occupational Program Centers, Office of the Vice President for Community Economic Development.

[4] Students in this program are seniors and must pass a battery of standardized test that are administered by the bank. They are then provided a structured program which covers all areas of banking. Classes at the bank begin six weeks after the start of the academic school year. This is

done to allow the sending or feeder school to cover the basic skills with their students primarily (e.g. typing, mathematics and English) prior to their entry into S.T.E.P.

[5]The program's early history reflects SPNB's personal perspective on community involvement. Original impetus for the collaborative with the LAUSD was solicited by a bank vice president for public affairs. Statewide program involvement became so involved that a full-time director was brought on board. His background was in sales, and he was strongly committed to the program and the collaborative concept.

The Director gave the program form, designing it to serve the interests of the participants. He made sure that instruction was at the appropriate high school level, that LAUSD course requirements were met, and that skills learned met state manpower demand forecasts. He sold the program to the LAUSD, based on the eventual marketability of student skills and student access to modern business equipment and technology at minimal cost to the school system. He convinced the LAUSD of the bank's long-range commitment to eventual institutionalization of the program state-wide.

In 1975, the bank's home office moved to its present location in a modern fifty-five story office building. Learning stations were set up for the Office Careers in Banking students entering in the fall. (The program's growth was attributable to the bank's chairman of the board whose interest led to, among other things, the hiring of a coordinator of educational programs.)

The present director of Community Educational Development came to SPNB in 1976 well-versed in areas of business and education. She had taught high school English for seven years and had worked in the business world, largely in the area of public relations, for seven years prior to joining the bank. In addition to this experience, she brought strong organizational skills to the program and the ability to speak the language of educators as well as corporate executives.

She has expanded SPNB's career and vocational programs from 380 to 4,000 students a year, with the potential for impacting on over 10,000 additional students a year. In addition, she, in cooperation with a team comprised of district and bank personnel, improved the daytime S.T.E.P. classes by developing a programmed curriculum called "learning centers" for the students at the bank whereby each student has a set of activities assigned to carry him/her through the semester.

[6] This component of the program, can be likened to an apprenticeship (of sorts) where students work side-by-side with the volunteer teacher at his/her station at the bank.

[7] Currently (1980), there are 173 students in S.T.E.P. courses at 37 Security Pacific Bank offices in the LAUSD. (See Exhibit H for student discussion of experiences.)

EXHIBIT G

LOS ANGELES UNIFIED SCHOOL DISTRICT

REGIONAL OCCUPATIONAL PROGRAMS
COMMUNITY CLASSROOM CONCEPT

The roles of business, industry and education are changing and expanding to meet the ever-changing needs of the economic climate.

Rising costs of living, increased business costs, education costs, high unemployment and unskilled labor are all concerns we must address.

The development of a partnership between business, industry and educators for the purpose of helping students train for unfilled jobs is one way to meet these concerns.

I. What Businesses Can Participate In This Program?

Businesses that have an identifiable employment need and have the physical facilities to provide a training location for 15-20 students may be considered for participation. Training must be provided in an identifiable occupational area that requires at least 70-180 hours of training for proficiency.

The company must have the expressed interest in providing skill training experiences to students.

II. Who Benefits From Participation In This Program?

Everyone benefits! Business and industry has a vested interest in the economic and social health of the community it serves.

Most urban cities are in a period of population and social transition and must make every effort to reach and employ people from the surrounding community.

Specific benefits to business and industry include the development of a source of trained manpower, an approach to meeting affirmative action goals, meeting commitments to the community, the development of a better understanding of minority students, and an economical training program.

School districts benefit by providing additional career education courses and additional educational opportunities to students. Also, sophisticated, expensive facilities and equipment are made available to the district and students at no cost. An integrated program with a mixture of all races and ethnic groups, helps the district to achieve its integration goals.

Students benefit by preparing for identified demand occupations which will allow them to be employable on a part- or full-time basis. Experiences obtained in this program are a real asset that sets the students one step in front of other prospective employees.

EXHIBIT G
Page 2

Other student based outcomes include:

Students are able to relate specific school-based instruction to the world of work.

Students recognize the need for certain school-based instruction as it relates to their career training.

Students learn that the large, cold, ominous-looking business or industrial plant is actually made up of warm, friendly people internally.

Students experience a realistic environment, employee cooperation, behavioral attitudes, dress standards, etc.

Minority students see minority people in supervision, administration, and other well-advanced positions of responsibility.

School employees (certificated teachers) learn new skills which they take back to the classroom and subsequently to the school-based curriculum.

Scholarships have been initiated by business and industry organizations for deserving young people in the program.

III. What Are The Steps Necessary In Initiating Such Programs?

There is a natural tendency on the part of administrative personnel to be reluctant to sponsor a program that may be disruptive to normal business operations.

Start-up details are handled by district staff in conjunction with first-line staff; such as, personnel directors, affirmative action supervisors or plant managers.

Specific Steps include:

1. Development of an agreement of liabilities and services for the company and the Board.
2. Safety inspection of the facility (at district expense).
3. District Board approval of the agreement.
4. Development of a course outline.
5. Assemble instructional materials.
6. Designate instructors.
7. Recruit/screen students.
8. Initiate class.

EXHIBIT H

S.T.E.P. STUDENTS EXPERIENCE

Students

In an effort to get an objective picture of student-observations of the program, discussions were held with a number of current and former students.

Current students described their experiences at the learning stations, expressing enthusiasm about their teachers and curriculum. Respondents were articulate and poised, an obvious benefit of the program.

When asked how they had learned of the program, they responded that they had heard of it from friends who had previously participated, or from their career counselors. Of the students interviewed, all said they would recommend the program to their friends. Each expressed a desire and/or intention to go a four-year college and major in business.

Seven former students were interviewed and their responses showed how successful the program really is. Two had graduated from high school in 1972, four in 1976 and one in June 1979. The only expression of dissatisfaction came from the 1979 graduate who said her career counselor had recommended the course because she had completed her high school course load and needed credits to fill out the final semester before graduation. Prior to taking the course, she had an interest in banking. Although she enjoyed the exposure and valued the experience, the experience did not meet her expectations -- having anticipated sharing more of the work responsibilities of her volunteer teacher (an executive secretary). She had, in fact, learned more about clerical procedures, proper use of the telephone, filing, etc. as part of her participation. In spite of her mild disappointment, she recommended the course to her sister and was grateful for the program which facilitated her employment with the bank. She is presently taking college business courses and has not made any future career decisions.

The one male in the group graduated from Belmont High School, and the program, in 1972. He is presently employed as a computer console operater in the Check Distribution division of Security Pacific's home office. He graduated with a B.S. in business and has had several offers, both in-house and from other corporations. He enjoys his present job, and plans to remain in it for a while, crediting the course he took seven years ago for setting the path he had taken in his life.

He was the only male in the office procedure class in his senior year and he seriously considered dropping it. His teacher encouraged him to stay at least long enough to see what it was like, because she felt it would be an excellent opportunity for him to explore a career option he may not have previously considered. He enjoyed the courses so much that he stayed many days to work after hours and even sacrificed his membership on the high school track and field team. Before completing the course, he inquired about the possibility of working part-time at the bank while he was in college. He was given a job then, and graduated with a major in accounting. He feels opportunities for advancement are good within his department.

The four 1976 graduates all felt they owed their jobs to the program. They expressed similar satisfaction about the skills they acquired, the exposure they received and interaction with the volunteer teachers. Most had enrolled in the program through their career counselors and were eager to recommend it to other students. One even said she would be willing to participate in a recruitment campaign. They enjoyed the class and numerous advantages such as learning good organizational skills, proper office attire and demeanor, and becoming comfortable in the business world.

Only one of the graduates decided on a career other than banking. she works part-time at the bank and is enrolled full-time in college, majoring in education. She had had a variety of work experiences with the Board of Education and as a part-time sales person. She felt that the bank gave her insight into the business world, and that her work has helped her pay her way through college.

Exhibit I

COMMUNITY EDUCATIONAL DEVELOPMENT PROGRAMS AT SECURITY PACIFIC BANK

PROGRAM	AGE STUDENTS	DESCRIPTION OF PROGRAM	BANK'S POSITION ON PROGRAM
Project STEP The Bank's Skills Training Educational Program	High School Seniors and Adults	70 job training classes in 17 skill areas taught by bank employees in bank equipment and training materials.	Bank Supports Project STEP as the most beneficial educational program for recruiting purposes. Teachers recommend best students for employment. Recruiters contact recommended students and set up interviews. Other students apply at bank in regular way. Over 2,000 students are trained each year in STEP classes.
Regional Occupational Program (ROP)	High School usually seniors, and adults	Students come into banking offices for on-the-job training from classes sponsored by Regional Occupational Programs. Students come from bank teller and banking occupational classes.	Bank has supported this program for nearly a decade as an excellent source of new hires for the banking office system who have already had on-the-job training. Nearly 200 banking offices trained over 600 ROP students during the 1977-78 school year.
Exploratory Work Experience Education (EWEE)	High School Students, usually younger than ROP students	Students explore banking careers in banking offices to see if banking interests them as a career.	General support; however, since students are usually younger, not as good a source of potential employees. Banking offices usually prefer ROP. During the 1977-78 school year, 99 EWEE students explored 43 bank offices.

Exhibit I

COMMUNITY EDUCATIONAL DEVELOPMENT PROGRAMS AT SECURITY PACIFIC BANK

PROGRAM	AGE STUDENTS	DESCRIPTION OF PROGRAM	BANK'S POSITION ON PROGRAM
General Work Experience Education (work experience)	High School students with work permits	Students work part-time for the bank and receive school credit or work experience.	Some support. Good source of part-time help in banking offices. During 1977-78 school year, 31 students were hired part-time in 22 banking offices.
College & University Internships	College & University Students	Usually nonpaid programs designed around special research projects developed to meet the needs of the students and the bank.	Some support. Internships have been granted to exceptional students the bank would ultimately like to employ. Number of students is minimal and scattered throughout bank.
Cooperative Education	Community College and University Students. Also can be full-time bank employees going to college at night and receiving credit for work experience.	Some paid work experience programs Some nonpaid internship programs.	Little support. Bank's major commitment is toward programs which prepares students for entry-level jobs. During 1977-78 school year, 12 cooperative students were trained in 8 banking offices.
CETA (Comprehensive Employment Training Act)	High School Students and Adults	Programs vary depending upon age of students and purpose. Usually, bank provides training and CETA pays students while they learn. It is hoped the bank will hire students upon completion of program.	No support except on individual basis. Bank has participated in CETA programs in the past with little success. Prefers other programs to this one due to success potential of students.

EXHIBIT J

THE COLLABORATORS

LAUSD AND SECURITY PACIFIC NATIONAL BANK ORGANIZATIONAL CHART OF COLLABORATION

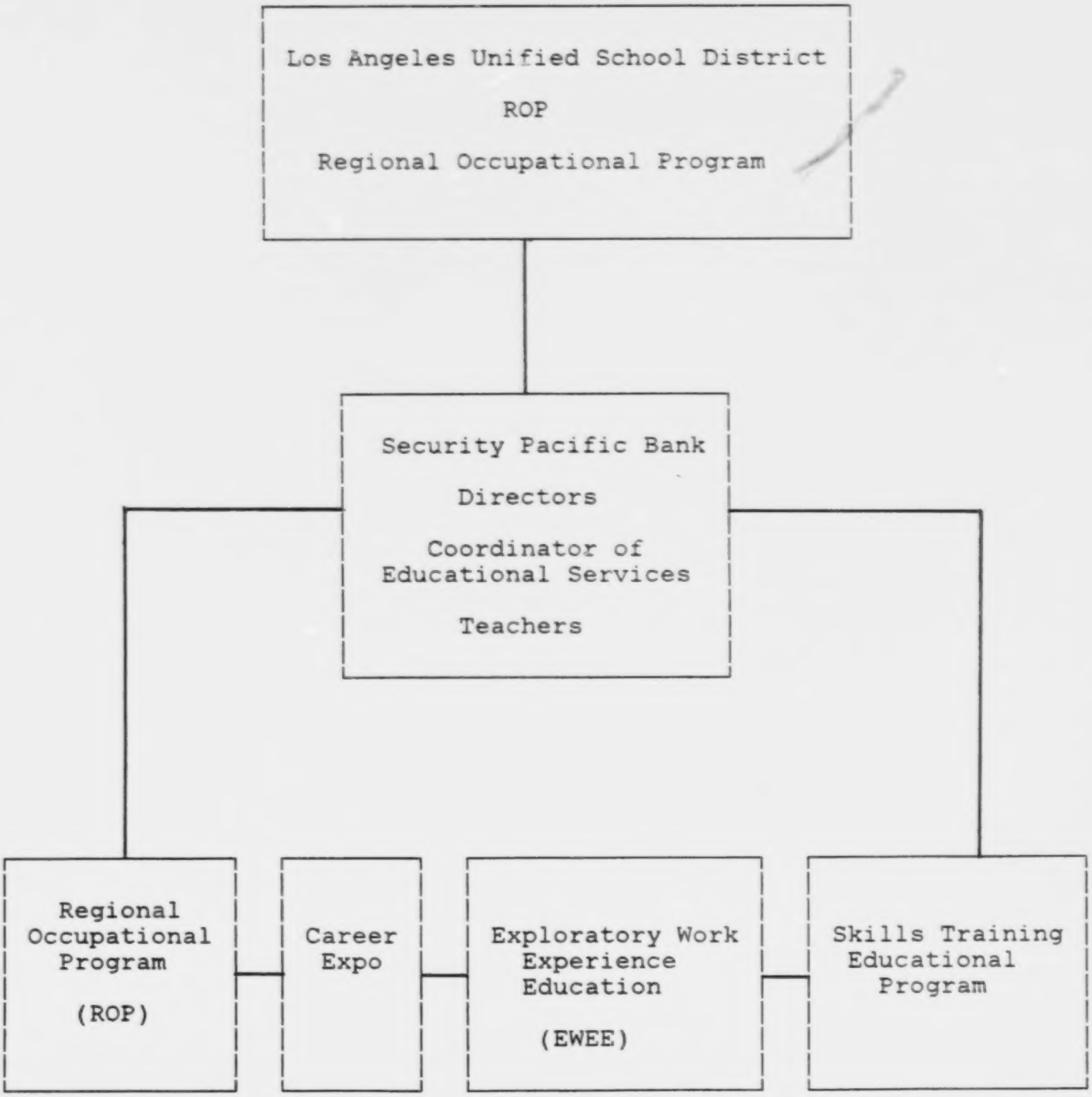
Los Angeles Unified School District
ROP
Regional Occupational Program
Security Pacific Bank
Directors
Coordinator of Educational Services
Teachers
Regional Occupational Program
(ROP)
Career Expo
Exploratory Work Experience Education
(EWEE)
Skills Training Educational Program

EXHIBIT K

SECURITY PACIFIC NATIONAL BANK
EDUCATIONAL RELATIONS
OFFICE CAREERS IN BANKING:

LEARNING STATION MASTER LIST

Number	Station Name
1	Communications Network Services Division Automated Data Processing Department
2	Reconciling Check Distribution Section Automated Data Processing Department
3	Security Service Operations Section Automated Data Processing Department
4	Bank Payroll Bank Payroll/General Expense & Accounts Payable Section Controller's Department
5	General Expense/Accounts Payable Bank Payroll/General Expense & Accounts Payable Section Controller's Department
6	Corporate Secretary's Department
7	Corporate Secretary's Department
8	Investment Reviews & Appraisals Real Estate Division Fiduciary Services Group
9	Reconveyance Real Estate Division Fiduciary Services Group
10	Set-Up & Distribution Real Estate Division Fiduciary Services Group
11	Foreign Collections Unit International Banking Group
12	Foreign Exchange Division International Banking Group
13	Investigations Inquiries and Investigations Unit International Banking Group
14	Microfilming Letters of Credit Section International Banking Group

EXHIBIT K
Page 2

SECURITY PACIFIC NATIONAL BANK
EDUCATIONAL RELATIONS
OFFICE CAREERS IN BANKING

LEARNING STATION MASTER LIST

Number	Station Name
15	Securities Clearance Unit Operations Department
16	Administration Personnel Department (Security Pacific Corporation)
17	Administration Personnel Development Division Personnel Department
18	Educational Assistance Section Personnel Development Division Personnel Department
19	Test Validation Personnel Research Division Personnel Department
20	Educational Relations Section Public Affairs/Research Department

EXHIBIT L

VOLUNTEER TEACHER PUBLIC RELATIONS BROCHURE

Community Educational Development

WOULD YOU LIKE TO SHARE
YOUR BUSINESS SKILLS
WITH HIGH SCHOOL SENIORS?

BECOME A "PROJECT STEP" VOLUNTEER TEACHER

WHAT IS "PROJECT STEP?"

Project STEP is the bank's Skills Training Educational Program which teaches saleable skills and professional work attitudes to high school students.

WHY IS SPNB INVOLVED?

SPNB has been involved in Project STEP and other community educational programs for over ten years because it believes in being involved in the community. What better way to be INVOLVED than by helping high school seniors utilize and improve their clerical skills in an actual business environment. This training will help reduce the high unemployment rate of youth and minorities as well as provide a resource of trained and motivated potential employees.

WHAT DOES A VOLUNTEER TEACHER DO?

What?

A volunteer teacher is a full-time bank employee who volunteers to teach students. A volunteer teacher is a resource person who provides varied and meaningful learning experiences for seniors from nearby Los Angeles City high schools who are enrolled in "Office Careers in Banking" classes. Students have typing and ten-key machine skills and have taken business classes in school.

Where?

Students train right at your work location, which is called a "learning station."

When?

Students from "Office Careers in Banking" classes train at learning stations throughout Headquarters Office for two hours a day, Monday through Thursday. One class trains at the bank from 10:00 am to noon, a second class from 1:00 pm to 3:00 pm. Morning and afternoon classes are offered twice a school year, with students spending twelve weeks at the bank each semester.

EXHIBIT L
Page 2

BECOME A "PROJECT STEP" VOLUNTEER TEACHER

How?

Students learn by applying their clerical skills in your learning station. There should be a desk for the student to use, and a typewriter and adding machine, if applicable. Prior to the student's arrival, a clerical task analysis of your station is performed by a district teacher or bank coordinator. An individualized and modularized "learning center" notebook is then assembled for your station. The learning center contains student assignments with questions and tasks tailored to your station. You act as a resource person who answers the questions or shows the student where to find the answers. At prescribed times, you also let the student perform a variety of clerical tasks. Students are to perform the tasks until they master them and then move on to new tasks. Students receive school credit and no pay for their experiences at the bank.

WHO HELPS THE VOLUNTEER TEACHER?

A business education teacher from a nearby high school accompanies her/his class to the bank. The teacher has a desk and phone at the bank where she/he can be reached. Her/his job is to visit each learning station, monitor the learning, and provide assistance to the volunteer teacher. Every Friday the students remain at the high school for supplemental education. A bank coordinator and the director of community educational development also help the volunteer teacher.

WHAT ARE THE BENEFITS?

Top management recognizes and supports the bank's volunteer teachers. In addition to performing their normal bank duties, volunteer teachers enjoy the opportunity to help youth make that difficult transition from the classroom to the world of work. Volunteer teachers feel proud to give today's youth educational opportunities that were not available to them when they were in school.

The bank benefits from the program in numerous ways. In addition to developing excellent relationships with local communities and schools, the bank also gains many new and loyal employees and customers.

Students gain invaluable practical experience and self-confidence that can only be gained in the actual business world. Unlike the majority of students, they obtain this important growth and are qualified and prepared for employment prior to high school graduation.

INTERESTED?

If you are interested in becoming a volunteer teacher, please fill out the attached application and include your supervisor's written approval on the form. Please return the application or direct any questions to:

Sandra A. Moore
Public Affairs Officer
Coordinator of Headquarters Office Program
Community Educational Development
H8-10
(213) 613-5114(LA)

High School Academies Bring Inner-City Youth into Mainstream

by Hendrik B. Koning

Change in public education does not always come about rationally, but often only in response to crisis. In Philadelphia, it seems to us that what Sputnik did for higher education, the urban riots of the 1960s have done for vocational education.

Eleven years ago, two colleagues and I reported in the AVA *Journal* on the creation of a new kind of vocational school in Philadelphia's inner city—one that is jointly operated and funded by the public schools and local business and labor leaders. Because the Philadelphia High School Academies are now being considered as models for public/private partnership training programs, it seems timely to update VocEd readers on the program's growth and the reasons for its success in bringing inner-city youth into the mainstream.

The academies have consistently achieved excellent results with inner-city high school students who are ineligible for more traditional vocational programs because of their poor reading and mathematics skills. Our minimum objective—employability—is routinely attained by high school-age students after three years in an academy program, even though they commonly enter with fifth-grade level reading and math skills. Moreover, up to 25 percent of the students at some of our sites go on to postsecondary institutions.

By tying reading and math skills directly to immediate work objectives, the academies have succeeded in teaching their students basic learning skills and job skills at the same time. Ninety percent attendance records and low dropout rates attest to the effectiveness of this technique and the importance of individualized, hands-on instruction that allows each student to advance step by step, as fast as ability permits.

The academy program depends heavily on the involvement of business and industry. Companies whose business is related to course offerings often lend their

Hendrik Koning (right) and John L. Thompson, the high school academies' first teacher/coordinator, discuss plans to expand the training programs.

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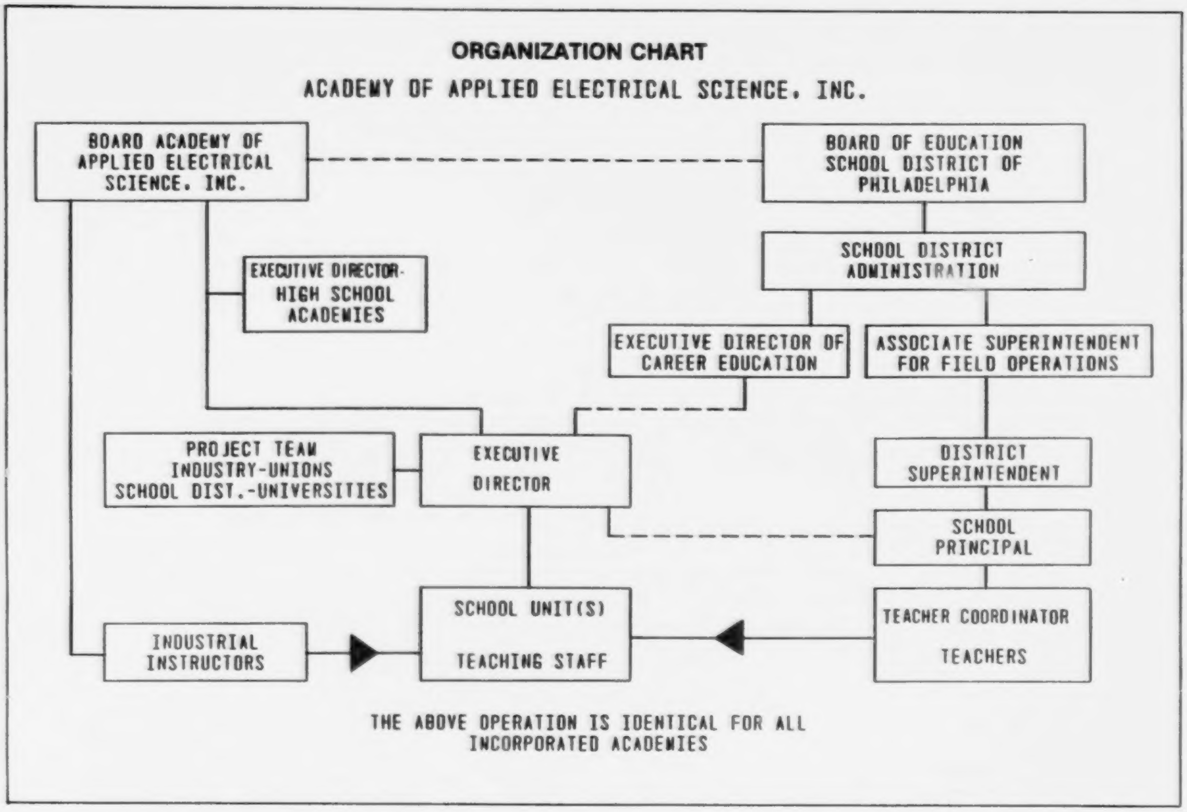
ORGANIZATION CHART
ACADEMY OF APPLIED ELECTRICAL SCIENCE, INC.
BOARD ACADEMY OF APPLIED ELECTRICAL SCIENCE, INC.
BOARD OF EDUCATION SCHOOL DISTRICT OF PHILADELPHIA
SCHOOL DISTRICT ADMINISTRATION
EXECUTIVE DIRECTOR-HIGH SCHOOL ACADEMIES
EXECUTIVE DIRECTOR OF CAREER EDUCATION
ASSOCIATE SUPERINTENDENT FOR FIELD OPERATIONS
PROJECT TEAM INDUSTRY-UNIONS SCHOOL DIST.-UNIVERSITIES
EXECUTIVE DIRECTOR
DISTRICT SUPERINTENDENT
SCHOOL PRINCIPAL
SCHOOL UNIT(S) TEACHING STAFF
TEACHER COORDINATOR TEACHERS
INDUSTRIAL INSTRUCTORS
THE ABOVE OPERATION IS IDENTICAL FOR ALL INCORPORATED ACADEMIES

The electrical academy's organization chart shows the private sector's equal role in management and planning. Dotted lines indicate informal ties between the public schools and the academy.

employees to the academy to supervise teaching and provide managerial and technical training on their own. Employers also provide on-the-job training as a supplement to classroom work, summer jobs, and perhaps more importantly, full-time jobs to academy graduates.

During the formation of the first academy in 1969, the Academy of Applied Electrical Science, it was clear to us that change would not come overnight in the inner city, and that a long-term commitment had to be made. Therefore we insisted that employers and labor leaders share all management responsibilities for the program with public school administrators. This was a departure from the usual modes of cooperation, in which the private sector plays only an advisory role and, consequently, cannot be held accountable for the outcome.

At the same time, to make real experimentation possible no federal or state funds were accepted. This unique approach to the problem was possible because the newly created Philadelphia Urban Coalition and a small core of prominent business leaders were willing to make a long-term commitment to help educate disadvantaged youth. These top-level executives helped arrange financial support for the first year of the program that amounted to about $30,000, not including the donated services of an executive-on-loan who served as the project's first manager. Industry and labor also cooperated to give our students work experience opportunities, while helping shape up our curriculum. The academies now have 650 students and a $400,000 budget.

> We insisted that employers and labor leaders share all responsibilities for management with public school administrators.

Our original academy occupied just three classrooms in Thomas Edison High School located in North Philadelphia, one of the most disadvantaged areas of the city. We held one of our first academy board meetings at that school shortly after the riots had subsided. Although many of our new board members were driven there in rented vans because it was not safe to leave cars parked in the area for long, we felt it was important for them to see what our students face every day to really understand what we were up against. We still find that it is most helpful to hold board meetings in inner city schools, since most employers generally observe the plight of the disadvantaged only in a peripheral way.

Despite their ties to the Urban Coalition and civic organizations, the academies were organized independently to encourage management, labor and the public schools in Philadelphia to freely interact in their management. The accompanying chart shows the present organization of our prototype project, the Academy of Applied Electrical Science, after which

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our newer automotive, business and health academies have all been modeled.

The most recent addition to our academy family was the Philadelphia Health Academy, which opened in September 1982. Both union and non-union hospitals and nursing homes are represented on its board. The Hospital and Health Care Employees Union, District 1199C, provides the services of a director for the academy. Academy directors often work on loan from employers or labor unions, or they may be full-time academy employees.

The academies emphasize a team teaching approach, sometimes involving instructors from industry as well as teachers and teacher/coordinators supplied by the school system. An individualized, competency-based curriculum has been developed for each academy with direct help from industry to reflect the changing needs of employers as well as students. Coordination with postsecondary vocational institutions is also important in maintaining a current curriculum.

But perhaps the academies' most valuable teaching philosophy is that students learn best from "facilitators," rather than "teachers." If students need a special tool from a tool crib, for instance, it's important that they don't get it until they know the proper terminology for that tool and how to sign it out properly. In the process, our students gain language and math skills because they are already motivated by their need to use a particular tool. The instructor's job—whether he or she is a plant foreman, an English teacher or an industrial arts teacher—is to encourage students to master the basic skills they need to meet their immediate goals.

While academy classrooms are set up along the lines of the industries they are training students to work in, work experience is still an essential component of every academy program. Although it is especially difficult to find work opportunities for students when unemployment rates are high, without hands-on experience skills cannot be fully developed. Clearly, without work experience, the so-called work ethic is unlikely to be nurtured, particularly among youth who have in some cases never seen a member of their immediate family become part of the regular work force.

It is the lack of guaranteed work experience more than anything else that has limited the expansion of our academies, although a Temple University study in 1980 suggested expanding the program from 500 to 1,500 students. To properly coordinate expansion plans we have created an umbrella organization overarching all the academies. Present expansion plans include the establishment of a new academy for the hotel, restaurant and food services sector of the economy, along with plans to replicate the various academies in different cities across the country. Philadelphia's new superintendent of schools is also interested in restructuring an entire inner-city comprehensive high school along academy lines if industrial leaders agree to participate.

A recent request for help in starting up two academies in Palo Alto, Calif., has led to the documentation of curriculum and training manuals for teachers and instructors on loan from business and industry. Grants from private foundations have made it possible to develop these materials so that other cities interested in establishing programs similar to Philadelphia's High School Academies will have start-up plans to work with.

The academy model has many possible applications. A successful program, modeled on our academies, for example, was established by the Philadelphia Urban Coalition for ex-prisoners. A cluster of academies might also be used for retraining displaced workers and for continuing adult education programs.

Philadelphia's High School Academies have shown us that vocational education can flourish when business, labor and the public schools work together in a truly cooperative community effort. And when they do, unexpected results can be achieved with disadvantaged youth.

About the Author

Hendrik B. Koning, formerly a senior engineer at Philadelphia Electric Company, has been director of Philadelphia's High School Academy program since 1970. In March he became the first businessman ever to receive the Philadelphia Citizen's Council on Public Education annual Patterson Award for contributions to public education.

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HSEP

Tomorrow's School Today

by Larry Marshall

The High School for Engineering Professions is a school-within-a-school, in operation since 1975. An outstanding magnet program, it owes much of its success to positive relationships with business and a dedicated staff who are personally interested in their students.

As a seventh-grade student in one of Houston's predominantly black junior high schools, Leonard Johnson was creative and bright, but he had become disillusioned with traditional classroom activities. Finally, he fell behind in all areas except mathematics and science—his favorites. Also, at this time, business and industry were becoming increasingly disillusioned with the lack of black engineering graduates from American colleges and universities. Companies had been pumping hundreds of thousands of dollars into college programs for black engineering students, but at the college level the funding was too late to be effective. Then, in 1974, a plan began to take shape within the Houston Independent School District to assist colleges in moving from remedial programming to soliciting direct input from business and industry.

With the help of a grant from the Alfred P. Sloan Foundation, a design and development team was formed, which included the late R. L. Bright, a consultant from the Western Institute of Science and Technology. The team listened carefully to deans of Texas engineering schools who advised stressing mathematics, applied science, and communications. The half-dozen high schools across the nation then offering pre-engineering courses of study were contacted, and feedback was solicited from representatives of local industry. The issue that consistently emerged was the importance for high school curriculum to reflect the practical realities of engineering so often neglected by college programs.

As a result of the team's study, the High School for Engineering Professions (HSEP) became a reality in September 1975 with an enrollment of 86 students and financial commitments from Houston business and industry totaling nearly $100 thousand. Major emphasis was on applied mathematics, science, and computers. Three years later, in 1978, Leonard Johnson graduated from HSEP with several impressive scholarships that enabled him to pursue a degree at Massachusetts Institute of Technology in the plasma dynamics area of nuclear engineering.

HSEP Purpose and Philosophy

HSEP is a secondary program designed as a magnet school. An independent school-within-a-school, HSEP's 469 students are based within the 1,800-student Booker T. Washington High School. The engineering students participate in athletics, music, art, student government, and other elecltives and activities of the total school population, but HSEP maintains its own instructional coordinator and specially selected faculty.

Highly gifted and talented college-bound youth, who may wish to major in engineering or the scientific disciplines, receive superior academic preparation at HSEP. Strong courses in communication skills and the humanities prepare them equally well for careers in law, medicine, business, or computer science.

The primary objective of HSEP is the development of resourceful, self-activating, well-rounded graduates who are capable of analyzing new situations, making intelligent decisions, and com-

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LARRY MARSHALL is deputy superintendent for general instructional services and alternative education for the Houston Independent School District. Marshall conceived and initiated the magnet high school for engineering professions, a program designed to provide superior academic preparation for highly gifted and talented college-bound minorities and women.

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municating their ideas effectively. The curriculum, oriented toward the future rather than the past, is based on Bloom's taxonomy of educational objectives. If students are to become problem solvers, they must be able to work on the applications level and begin to work at the analysis level. Thus, the "A" level of the taxonomy represents demonstrated performance on the analysis-synthesis level and the "B" level represents demonstrated performance at the application level.

Where appropriate, HSEP utilizes individualized instructional techniques that have been particularly effective with gifted students of high ability. For example, the mathematics and English programs incorporate continuous progress systems that permit students to progress as fast as they are able to demonstrate mastery of the material. When students complete a course in much less than the usual time, they may immediately start on another course, or may concentrate on remaining courses. Specific goals are set for each student, and the student is expected to meet the goals.

The curriculum stresses two related and important elements: 1) Courses are based on specific proficiencies in each subject. For instance, Algebra I is defined in terms of 58 proficiencies to be completed rather than two semesters of work. 2) Hands-on experience, particularly within the science and engineering courses, is heavily emphasized. Lab experiences are required, beginning with the very first course in physical science. Engineering Lab A provides opportunities to become familiar with equipment and materials not usually encountered in traditional classroom settings.

A total of five credits is provided in mathematics and five in science. In addition, there are 5½ credits in the following courses that relate to engineering.

- Computer 1, 2, 3, and 4
- Electronics
- Engineering Lab A and B
- Engineering Analysis, Engineering Drawing and Creative Design

The student's welfare is the most important factor in HSEP's philosophy. If the student does not achieve success in the program, then the program is analyzed to determine how to better meet the student's needs.

Teacher-Student Interaction

Instructors fill two roles—one as facilitator of subject matter and the other as adviser. As facilitator, the teacher is not expected to be the source of all knowledge, but rather the student's partner in a joint venture to acquire knowledge. The goal is to encourage the student to become as independent and responsible as possible for his/her own learning. As adviser, the teacher remains the advocate of a given content area, but teacher and student get to know each other personally. They are required to meet informally for 15 or 20 minutes each week. In this way, the teacher gets to know the student's strengths, recognize problems, help set reasonable goals in terms of individual ability, analyze the difficulty when potential is not being met, and serve as a friend and advocate when needed.

TABLE 1. Comparison of the High School for Engineering Professions Grade Equivalent Means to District Grade Equivalent Means for Spring 1980-83 by Grade Level on Tests of Achievement and Proficiency (TAP).

Year	1980			1981			1982			1983		
Grade	10	11	12	10	11	12	10	11	12	10	11	12
HSEP	13.6	14.4	*	15.0	15.2	15.5	15.0	16.3	15.4	14.5	15.9	17.0
District	9.7	10.6	*	9.9	10.8	11.9	10.0	11.0	11.8	10.2	11.2	12.1
Difference	+3.9	+3.8		+5.1	+4.4	+3.6	+5.0	+5.3	+3.6	+4.3	+4.7	+4.9

* The Stanford Test of Academic Skills was administered to this grade level.
Note: Theoretical grade placement for each grade level is the grade level plus 0.8 in 1980 and 0.7 for 1981-83.

Pre-Enrollment Activities

Admission to HSEP is based on interviews with the admissions committee, past school records, and scores on the Differential Aptitude Test. This test measures ability rather than achievement in four categories essential for engineers: numerical, abstract and mechanical reasoning, and spatial relations.

All incoming students attend a two-day orientation prior to the beginning of the school year, which is based on a learning packet similar to those used throughout HSEP's curriculum. Designed to familiarize students with HSEP, the orientation also introduces problem-solving techniques and the process of creativity.

All HSEP students take diagnostic tests in reading, English, and mathematics. Students who show high aptitude in two of the areas participate in a 10-day workshop designed to increase skills in the deficient area. Significant score changes have resulted. For example, one student increased 55 percentile points in verbal reasoning and 34 in numerical ability during the summer between eighth and ninth grade. Student success is attributed to individual guidance and the concentration devoted to remediate a particular skill deficiency. Table 1 illustrates the accelerated performance of HSEP students in contrast to students enrolled in traditional programs.

The Corporate Role

Because federal governmental agencies were slow to respond to proposals for funding, an engineering school would not have materialized without the interest and support of business and industry. There simply was no category within federal funding guidelines to fit Houston's plan to prepare minority youth and young women to enter college-level engineering and applied science programs. When industry entered the picture, the design of such a specialized curriculum could be addressed.

Twenty-eight companies have allied successfully with HSEP to assure that the curriculum keeps pace with changing technology. The Houston school district's $2 million contribution has been significantly enhanced by corporate funding and donations of equipment. In addition, business representatives maintain a very active role in the administration of the curriculum. The following examples illustrate the extent of their involvement.

- Exxon Company, U.S.A. the pacesetter for corporate support, provides technical consultants, equipment, guest lecturers, and grant support through its foundation.
- Exxon Chemical Americas funds a chapter of the Junior Engineering Technical Society on the campus and provides grant support.
- Rohm & Haas Texas, Inc. provided a resource specialist for the chemistry program.
- An architect and a civil design engineer from The M. W. Kellogg Company redesigned the engineering lab.
- Texaco, Inc. loaned mechanical, chemical, and computer engineers to analyze options for purchasing and upgrading equipment.
- In 1981, IBM initiated their first faculty loan program at the secondary level. The visiting faculty member is assigned to HSEP as lecturer and course coordinator for a full year with salary and living stipends paid by IBM. A mechanical engineer is presently on loan from IBM.
- Tenneco arranged an ongoing lecture program at HSEP with the University of Texas at Austin petroleum engineering department. A different visiting professor

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"The primary objective of HSEP is the development of resourceful, self-activating, well-rounded graduates who are capable of analyzing new situations, making intelligent decisions, and communicating their ideas effectively."

is flown in each week and presents a two-hour course at the senior level. All materials are provided by Tenneco. HSEP students are afforded the opportunity to interact with instructors from broad international sectors.

- Exxon, Shell, and Texaco provide engineering-related summer jobs.
- Hewlett-Packard, the newest member of the corporate support group, contributed computer equipment valued at $11,500.
- Companies loan recruiters to visit city schools to encourage able junior high students to apply.
- Engineers from Fluor Corporation sponsor an ongoing program to introduce students to practical problems related to offshore drilling, mining, piping design, and various other topics. In such an atmosphere of mutual support, HSEP students are afforded outstanding opportunities far beyond the traditional classroom.

The following activities are indicative of the hands-on involvement with projects and professionals that prepare students to make informed and intelligent career decisions and subsequently develop skills within their career selection.

- A *Satellite Tracking Station* designed in cooperation with NASA allowed HSEP students to monitor the Geostationary Operational Environmental Satellite (GOES). A team of 15 members worked closely with faculty and a NASA advisory board headed by Maxime A. Faget, director of NASA Engineering and Development and chief engineer of the Johnson Space Center. A by-product of the project was a computer system developed by students to decode and store data received by the tracking station from the satellite.
- The *Space Shuttle Class* was developed around a project with the NASA shuttle launch. The class, comprised mostly of ninth-grade students, will monitor onboard shuttle conditions through hardware and software developed by students. Their project is designed to measure comparisons of the synthesis of amino acids in zero gravity to determine whether life can be formed under those conditions.
- Through a cooperative effort with *METRO*, Houston's mass transit system, a team of HSEP student's designed a system of bus routes to connect the city's major business centers with a proposed heavy-rail system. The initial focus of the year-long project was to conduct research and feasibility studies to determine the need for change in current routes. Modification and streamlining of routes to complement the proposed rail system became another objective.
- The *Louis Fontenot Sponsorship* gives students the opportunity to participate in engineering-related activities for a 10-day period each summer at the University of Texas at El Paso. The Sponsorship receives assistance from the local Society of Civil Engineers.

Awards

Local corporate support is reflected also in the impressive variety of awards received by HSEP students each year. The following examples are typical of the range of awards.

- The R.L. Bright Excellence Award for outstanding academic achievement is presented to three students annually in memory of one of the founders of HSEP.
- Each recipient of the Alec Chesser Memorial Award for Excellence in the Field of Communications in Engineering between the years of 1980 and 1990 will have his or her name engraved on a plaque displayed with prominence at HSEP. A $1 thousand scholarship is provided by Houston Natural Gas.
- DuPont Company's "Tomorrow's Engineer" award is presented annually to the graduate who best exemplified the unique combination of leadership and academic talents important to the success of future engineers.
- The Tenneco Scholarship Awards, initiated by Tenneco Oil Company, are awarded to students who wish to enter the fields of petroleum engineering or geology. Four-year scholarships ranging from $10,400 to $12,800 each are presented to three graduates who are selected on the basis of personality, academics, leadership, citizenship, and interest in the petroleum industry.
- The Dow Company U.S.A. Award, a $2 thousand scholarship presented each year to an outstanding minority graduate, remains in effect as long as the student's academic standing is maintained. Summer employment opportunities at a choice of three Dow locations accompany the award. Student selection is based on academics, leadership, and interest in chemical, mechanical, and electrical engineering.

In tribute to its corporate supporters, HSEP also recognizes representatives at the local, state, and national levels for their individual contributions to precollege engineering education for minorities and to the development of innovative programs for youth.

100 Percent College Acceptance

This is HSEP's eighth year of operation. Of the 366 graduates since 1978, 184 (51%) were admitted to universities such as MIT, Carnegie-Mellon, Washington University, Cornell, Purdue, Yale, Princeton, Stanford, Rice, West Point, University of Texas at Austin, and Texas A&M. The other 182 students, or 49%, were admitted to major universities including Colorado School of Mines, UCLA, USC, Boston University, Cal Tech, U.S. Air Force and Naval Academies, Renssealear Poly Tech, and University of Houston. Disciplines chosen by the graduates included 321 (88%) in engineering, 30 (8%) in science and math-related, and 15 (4%) in other disciplines. Minority students constituted 77% of the graduates.

The 1979 class of 55 students included two Black National Merit semi-finalists. One continued in the competition to be named a Merit Scholar, a first in the history of the Houston Independent School District. The other chose to pursue a singing career on Broadway. The class also included five National Achievement Scholars and a second female National Merit Scholar who was also a finalist in the Presidential Scholar's Program.

HSEP students come from all over the city. Most spend two to four hours each day on a school bus. They are motivated and committed to securing a quality education. An important factor in their success is the carefully selected teaching staff, who are chosen on the basis of subject matter preparation, interest, and ability in teaching gifted students from all ethnic groups. Excellent communication skills and an understanding of human development enable them to work effectively as both teacher and adviser. They are not threatened by these gifted students and are thus able to work with them to their maximum advantage. They are, as a group, a most dedicated, competent, and compassionate staff who encourage and maintain a high level of expectation for their students and themselves. □

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Mobilizing Industrial Partnerships to Enrich Science and Mathematics Education

North Carolina School of Science and Mathematics

Since 1978 the North Carolina School of Science and Mathematics has been attempting to close the gap between the acceleration of science and technology and the decline in scientific understanding. Direct legislative appropriation and corporation grants enable the school to carry on its program and engage in outreach to the state's public schools.

The educational community evidently needs to discover more widely some commonality of purpose with corporations and the world of work; it needs to know the long-run corporate interests, how they intersect with the interests of the schools, and how to foster collaborative action.

As early as 1977 Governor James B. Hunt, Jr. of North Carolina recognized that the teaching of science and mathematics was approaching a crisis, not only in North Carolina but in the nation. His foresight was confirmed by responses from members of the National Academy of Science, as well as by public hearings held in the eight educational regions of North Carolina in which industrial and labor leaders were involved as well as parent/teacher/student groups. It was decided that the lack of public and private investment in appropriate precollege education was more to blame for the general scientific illiteracy than was the esoteric nature of today's scientific advances. The North Carolina School of Science and Mathematics (NCSSM) was established in June of 1978 as a specific attempt to close the widening gap between the acceleration of scientific and technological advances and the decline in scientific understanding. NCSSM is a public, residential, co-educational high school for juniors and seniors having exceptional intellectual ability and commitment to scholarship and with special interests and potential in the sciences and mathematics. Initially, this school was designed to be a partnership of public and private funding to serve as a catalyst for all schools in the state. The public funding from direct legislative appropriations provides support for NCSSM for the general operation and construction of facilities, while grants from corporations and foundations provide for enrichment needs such as supplements to faculty salaries and instructional programs to insure the necessary "margin of excellence." NCSSM's mandate was not only to serve its own students well but also to engage in a full statewide program of outreach, sharing its three Rs of research, resources, and recommendations.

Over the past five years educators at NCSSM began to recognize that a collaborative, interactive change was necessary to improve education and that interdis-

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Reprinted with special permission from *Educational Horizons*, vol. 62, no. 1, 1983. Cynthia L. Jackson, Supervisor, Duval County Public Schools, Jacksonville, FL. Formerly head of Outreach and Research NCSSM. Charles R. Eilber, Director, North Carolina School of Science and Mathematics, Durham, NC.

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ciplinary community involvement could make it happen. The NCSSM Second Biennial Conference titled "Energizing and Mobilizing Partnerships for Science and Mathematics Education as a National Priority" was designed to provide a forum that would facilitate role clarification in partnerships between schools and industry in North Carolina.

The Conference

The development of new resources for adaptation to change required teamwork at the local level among persons in policy-making positions, in management, and in the classroom. Superintendents of each of the 143 Local Educational Agencies (LEA) or school districts, were invited to send a team composed of a teacher of science or mathematics, an administrator (principal or central office representative), and an influential lay person (a member of the local board of education, county commissioners, or leader of other civic organization). Recognizing, however, that the superintendents would be in a position to know the best makeup of teams to serve local purposes, the final composition was left to their discretion.

The conference was opened with a description of the problems in precollege science and mathematics education from a national and state perspective. Leading representatives of higher education, industry, government, and foundations then discussed the role and function their sectors could play in facilitating partnerships with North Carolina schools. These discussions were followed by a panel composed of a teacher, student, superintendent, school board member, and an engineer, who discussed how partnerships could work to motivate and stimulate the interest of young people in science and mathematics and at the same time enrich and enhance the teaching of precollege science and mathematics.

The second day of the conference was devoted to two sets of activities. First, 23 exemplary partnership programs nationwide were presented in workshop format. These included Consortium for the Advancement of Minorities in Engineering, Wilmington, North Carolina; Biomedical Interdisciplinary Curriculum Project, Lillington, North Carolina; Minnesota Educational Computing Consortium, St. Paul, Minnesota; and EQUALS: Increasing the Participation of Women in Mathematics, Berkeley, California. Presenters were then asked to illustrate to conference participants specific types of partnerships that exist between business and industry, and schools. They emphasized that the initiation of partnerships requires educators to hold the attitude that "business is not bad" and is capable of coming to the aid of education.

Second, conference participants were divided into groups according to the eight educational regions in North Carolina. Individuals from business and industry joined and actively participated in the regional meetings according to the locations of their companies.

Local school participants identified specific needs in science and mathematics education that they believed could be addressed through partnerships. They also identified resources in their areas, as well as obstacles to successful initiation and implementation of partnerships. Representatives of business and industry were asked to respond to the practicality of providing assistance to meet these needs.

The interaction brought to light potential problems that must be addressed by educators when considering partnerships with industry. Corporate involvement with schools is based on diverse, complex motives ranging from an interest in strengthening the free enterprise system to self-interest—furthering profits and public relations. Educators tend to seek funding for the short term without recognizing these motives and without understanding corporations' long-term concerns. But, if partnerships are to be effective, then each must be willing to compromise without surrendering fundamental standards.

Success Is Evident

There are tangible results in North Carolina indicating that some educators do understand the characteristics and needs of the industrial sector and vice versa. Results include:

- Lending industrial personnel for instruction, demonstrations and lectures, and curriculum examination;
- Lending equipment;
- Arranging visits for students and teachers to industrial research laboratories and science-oriented facilities, including the technical aspects of hospitals and museums;
- Providing opportunities for teachers to obtain summer employment in industrial research laboratories;
- Conducting workshops with local educational and industrial representatives to share in the identification of problems; and
- Planning and implementing programs to address these problems.

Now that the doors for corporate assistance in education have been opened by educators, partnerships also are being initiated by business and industry. Under the leadership of Bland Worley of BarclaysAmericanCorporation, new programs are being established in which donations are received from business and industry by the newly formed Business Committee on Math/Science Education for purposes of recognizing outstanding teachers of science and mathematics and developing exemplary programs to assist public schools. Lowe's Companies, Inc., a North Carolina retailer of construction materials with hundreds of outlets in some 20 states, has established, in cooperation with NCSSM and the North Carolina State Department of Public Instruction, a grant program for 25 North Carolina secondary teachers of science and mathematics. The grants provide funding to attend inservice workshops sponsored by NCSSM and monies to obtain instructional material.

Recommendations

Partnerships between precollege institutions and the corporate world can occur. They already exist in North Carolina and other states. The following recommendations are based on our experience as educators about what should be considered when attempting to obtain the desired and needed cooperation of industry.

1. *Take the initiative.* If educators truly want partnerships with the industrial sector while still maintaining reasonable control, they must be prepared to take a leadership role in initiating collaboration.

2. *Know the corporation.* Gather, compare, and analyze information on the interests, needs, and resources of the corporation. Knowing this information will diminish the chances of inadequate partnerships, unmet expectations, and dysfunctional relationships.

3. *Involve the corporation in design.* Requesting funding for a specific program, complete in every detail, does not leave room for compromise. Instead, get representatives involved through participating in problem identification, program design, development, and implementation. Once they have invested the time, they have as much of a commitment to the success of the program as educators do. A vested interest by business leaders, of time and involvement in the program, is the best possible insurance of funding through one source or another.

These recommendations are suggested as a means to establish the communication between schools and industry in order to close the gap between the educational system and scientific and technological advancements. More than economic progress is at stake. The very survival and capabilities of this country are being questioned. Schools and corporations can work together for a better society. They must. □

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1. Michael Timpane, *Corporate and Public Education in the Cities* (New York: Teachers College, Columbia University, 1982), p. 3.

WHAT IS A SCHOOL FOUNDATION?

Tuesday morning's general session, designed to describe four different school foundation models, illustrated what became increasingly clear throughout the conference—that the school foundation movement embraces a wide range of models, and each foundation has approached and resolved the central organizational and institutional issues in its own unique way.

While one school foundation grew out of an independent corporation for economic growth in a major city, another was started by a school system in a small town. Where some foundations choose to maintain an independent status and allocate their funds directly to teachers, another turns all its funds over to the school board, and still another makes grants only to parent groups.

The various choices the four groups made in light of their relationships to the schools and the corporate community, and the difference in their histories and contexts were important in setting the stage for conference participants.

Despite the many differences in the evolution of each of the four foundation models, one commonality was evident Tuesday morning: the questions and issues a group face when starting a school foundation. ■

The San Francisco Education Fund

"Two notions were, and still are, central to our vision: the first is that community-raised funds should bypass the political process; the second is that teachers are the ones we need to reach first."

— **Gladys Thacher**
Executive Director
San Francisco Education Fund

"The history, the politics and the nature of the school district are all vastly important in shaping the direction of school foundation efforts," Gladys Thacher said Tuesday morning as she described the evolution of the San Francisco Education Fund: "The character of the community is crucial to how a foundation grows."

The San Francisco School District was known throughout the state to be in trouble during the 1970s. Thacher explained that declining enrollments and state cutbacks had created a fiscal crisis for the schools and parents were unable to give the system financial support to ease its deficits, so the larger community had to be asked to contribute money.

In 1976, a state-appointed Blue Ribbon Commission, the Roth-Riles Commission, was established to study the conditions in San Francisco's troubled public schools, Thacher continued. Five members of that commission formed a citizens-advisory group to consider, among other recommendations, the merits of establishing a school foundation.

When the San Francisco Education Fund was started in 1976, those same five agreed to serve as its founding members, and Robert Alioto, the newly-elected superintendent of schools, "was willing to countenance and support the idea of an outside group of citizens who could raise money and who would make grants independently," Thacher said.

Gladys Thacher, Executive Director of the San Francisco Education Fund

In building the SFEF, the group's members committed themselves to "inclusiveness," meaning they consulted everybody—school board members, nonprofit organizations, district administrators, parents and business executives—about the ideas of a school foundation, SFEF's executive director explained. Meetings and conversations then led to a plan which was presented to the Cowell Foundation in the form of a funding proposal. The Cowell Foundation granted the SFEF its support and provided funding for two years' operating costs.

Thacher pointed out that the process of establishing the organization involved deciding how to conduct internal business as well as making decisions on how to raise funds and allocate them to the schools. "Two notions were, and still are, central to the vision," she said. "The first is that community-raised funds should bypass the political process; the second is that teachers are the ones we need to reach first." It was therefore decided that grants would be given directly to the school site.

The Fund's "process function" has been deliberately designed and nurtured as an intermediary—providing a way for the schools and the community to talk with each other, Thacher pointed out, noting that the public information role takes many forms, but has been formalized in the development of two ad hoc committees: health and corporate action.

"In urban areas there is a plethora of nonprofit groups benefitting the public schools. There is confusion on the parts of donors about which ones to support and give money to, and confusion on the part of the schools on how to screen and accept well-meaning community groups' services," Thacher said. "Our role became very important then, in pulling groups together and in facilitating."

The intent of SFEF was to gather and hold together the community's people who were involved and concerned about the same subject areas, as well as to organize how to best serve the schools in ways that the schools could utilize, the executive director stressed. "This meant trust-building and bridge-building in order that the most be made out of what presently exists in a way that schools can benefit.

"It is still too soon to predict the outcome of these effects," Thacher concluded, "but old hat as they are, they have for us the excitement of a very creative process that involves many people of good will." ■

This report was issued by The San Francisco Education Fund to summarize the conference proceedings. Funding for the conference and the report provided by The Ford Foundation Urban Poverty Program, under the leadership of Edward Meade.

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Washington Parents Group Fund

"Our fund has become a vehicle for parent action and leverage in the schools."

— **Roderic Boggs**
Executive Director
Washington Lawyers' Committee for
Civil Rights Under Law

Washington D.C. is known as a major urban school district with all the problems and resources of an urban area except for one major difference—the people responsible for providing the money are not the same people who run for political office or attend the schools, Roderic Boggs, executive director for Washington Lawyers' Committee for Civil Rights Under Law, explained Tuesday morning. Consequently, there is constant friction between various groups in Washington who want a say in how the school district's money is spent.

As a result of desegregation efforts, middle class Caucasian families have fled the district, and the children left in the system are overwhelmingly poor, contributing to a very negative image of Washington's schools, Boggs added, providing conference participants with further insight into the problems that eventually resulted in the formation of the Washington Parents Group Fund.

The Washington Fund was established in 1979 by a group of concerned lawyers who wanted to provide legal consultation for parent groups when the degenerating condition of Washington's schools worsened. Previously, Boggs explained, the lawyers, many of whom were parents of children attending public schools, relied strictly on litigation to facilitate changes in the schools. However, as time went on, it was felt that litigation alone wasn't effective enough, and legal consultation for parents, as well as the recruitment of law firms that were assigned to specific school areas and specific parent groups, were felt to be of greater help.

At this time, the WPGF also produced a manual for parents of public school children. The manual explains how the school system works, and provides parents with tips on how to interact with the system and have an impact upon it.

Parents who once felt they had no clout when they called the schools with a problem, now had lawyers to complain to about leaky roofs and equipment lying in disrepair, Boggs said, pointing out a few of the fund's merits. When budget cuts led to the layoff of 700 public school teachers (over 10 percent of the district), parents understandably grew concerned about the quality of teacher instruction.

According to Boggs, over half of the parents of children in the seven involved Washington public schools have participated in Parents United for Full Public School Funding, the group that evolved out of the original lawyers' project. Parents have appeared before Washington's City Council to discuss public school issues, and have engaged in research to determine precisely how school monies are being spent.

As budget crises worsened, parents also dug in at the school-site level to try to raise money, Boggs added. However, the income of parents in the poorer schools made it impossible to raise the needed amounts. At that point, WPGF decided to raise funds from the corporate and foundation community to match funds raised by their group. To date, only $12,000 has been raised, but Boggs feels the effort already has had a tremendous impact on the psychology of the school.

"Our fund has become a vehicle for parent action and leverage in the schools," he said. "We've provided hope." ■

Roderic Boggs, Executive Director of the Washington Lawyer's Committee for Civil Rights Under Law

The Allegheny Education Fund

"I would argue strongly that what you need to create is a very flexible tool . . . that can respond to the school system and its needs."

— **David Bergholz**
Assistant Executive Director
Allegheny Conference
Pittsburgh, Pennsylvania

By the late 1970s, Pittsburgh had become a city with decreasing interest in public education issues, David Bergholz of the Allegheny Conference revealed Tuesday morning. He attributed that disinterest in the fact that only 14 percent of Pittsburgh's households had children in the schools and "that the school system was really isolated from the rest of the community."

Consequently, the Allegheny Conference, a civic organization founded in 1944, established an education fund in 1979 to promote a wide-range program of support for the city's public schools, Bergholz explained. The Pittsburgh conference entered the education arena because of its long-standing ability to broker relationships between the private and public sectors and because of its basic commitment to the notion that a strong public school system is a critical component of urban well-being. To date, the Pittsburgh conference has helped generate approximately $1,000,000 in support programs for the public schools. This assistance has been part of an overall strategy to foster improvement in the school system through the selective use of special programs and policy development assistance, Bergholz pointed out.

The first steps the Allegheny Conference took were in building strategies to bridge the gap between the schools and the private sector. Corporate representatives made speeches at the schools, and dinners were held to showcase accomplishments of the schools. Out of that original hand-holding stage a program was developed to build morale within the schools, bring corporate support to the efforts of teachers, and lend corporate expertise and support to the development of the schools' capacity to do public information functions, Bergholz explained.

The first project was the publication of a school communications guide in which the schools told their stories as part of a recruitment drive to bring students into the schools, he said. The first annual report of the school district was also written at this time. After these initial projects, Bergholz felt confident in approaching corporations with some degree of credibility with which to ask for sponsorship for desegregation and recruitment programs.

A Small Grants to Teachers program was then established to allocate awards of approximately $350 to individual teachers throughout the district who submit proposals for classroom or school-site activities. Approximately $20,000 each year is provided to teachers in mini-grants.

"The resulting substantive improvements in curriculum methods and teacher morale have been remarkable," Bergholz said.

A Grants Review Committee composed of the school superintendent, a representative of the Teachers Union, a member of the Urban League and corporate representatives determines which grant applications are awarded. School principals see the grant applications but have no power to veto the

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awards. Bergholz stressed that the program is a direct link between the private sector and the classroom, and purposely bypasses the school administrative decision-making process.

The Education Fund has two other active programs, he added. Partnerships-in-Education, an "adopt-a-school program," links specific businesses and corporations in the city with specific schools. All of Pittsburgh's high schools have developed business, corporation relationships, and similar partnerships are now being built on the middle school and elementary levels. Bergholz cited Westinghouse Electric Corporation as an example of a business that has invited business teachers from "their" high school to the Westinghouse word-processing center for an update on new technology. Westinghouse has also provided materials for a foreign language week at the high school, and its graphics design department has assisted the school.

An Educator-in-Residence Program supported by the fund brings in national figures to work in the Pittsburgh schools, whose involvement includes talking to the broad community (including corporate and foundation people who may know very little about education, the public and school staff) about education issues.

The Education Fund also works closely with the teachers union, Bergholz continued, providing some matching support to union monies for public relations campaigns conducted by the union in support of the public school system.

Bergholz mentioned too, that two years ago the conference's staff was active in the creation of a magnet school program and the major implementary aspects of a school desegregation program. The planning was followed-up with funded programs providing public information and recruitment assistance to the magnet schools and the establishment of a citywide information campaign that paved the way for a successful, peaceful school desegregation effort.

Bergholz emphasized during his presentation that in all of these activities, the essential role of the education fund has been as a broker—the translator between schools and the corporate world, a flexible tool which allows community input and involvement in a supportive manner.

"Perhaps the most important goal of the Allegheny Conference's work to date has been reducing the isolation of the school system from the general community, particularly the city's business and corporate leadership," he said.

Its independent status enables the education fund to move flexibly and quickly on educational needs which could not be addressed easily by the schools themselves.

"Our ability to move quickly, when requested to do so, on some of the issues that press on the school system is important . . . providing the superintendent with a consultant at the right moment, arranging for a special meeting, or providing the superintendent with monetary flexibility . . . (these are) crucial services," he noted.

Bergholz also felt that the key function an education fund serves is its work as an intermediary between the school system and the outside world, and through its ability to translate the needs each has to the other: "We have tried to create a mechanism that provides direct services . . . I would argue strongly that what you need to create is a very flexible tool . . . a tool that can respond to the school system and its needs, particularly as expressed by administrative leadership and particularly by the superintendent," he concluded. ■

David Bergholz, Assistant Executive Director of the Allegheny Conference

School Power, Laguna Beach

"We give our funds directly to the director's general fund and never specify what it should be used for. We purposefully work through the elected officials."

— **Sandy Thornton**
Executive Director
and Pat Kollenda
Board Member
School Power, Laguna Beach

Laguna Beach is a unique community with a population of 20,000 and no corporate base to speak of. However, in the few years School Power has existed, it has raised over $100,000, the majority of which was contributed by the parents of school children.

School Power's Pat Kollenda pointed out during Tuesday's general session that the Orange County, California school foundation, created to fund one high school, one junior high and two elementary schools, presents a sharp contrast to the efforts large urban areas have made to establish funds.

Pat Kollenda, Board Member of Laguna Beach's School Power

The Laguna Beach Education Fund was first established in 1969 by parents in the school district with a goal to provide "frills" for the schools. The program later faded out, but was reactivated in 1979 by the school board in response to the fiscal crises that now face our schools.

School Power's objective in the late '70s, Kollenda said, was to supplement financial resources for the district, and turn all contributions directly over to the school board to be placed in the district's general fund. The education fund itself takes no part in the allocation process, Kollenda stressed, but instead focuses all its efforts on fundraising.

The Laguna Beach Education Foundation's 38 trustees are responsible for raising funds within an assigned geographic area. The trustees go directly to Laguna Beach parents, explain the needs of the district, then enlist the parents' time and financial support.

"We do everything we can think of to raise funds," Kollenda said, "runs, bake sales, circuses, bumperstickers, raffles—you name it, we've either done it or its on our agenda."

Fortunately, Kollenda noted, Laguna Beach is a wealthy district, and the trustees have been able to call upon parents to provide a great deal. The board member also felt that the fund's success has been due to the one-to-one contact it has with parents. Direct mailings are followed by phone calls and visits. "Coffees and teas" are regular occurrences between parents and trustees.

"You can't just reward your teachers, you have to reward everyone in the system. It's the whole system that has to work well for our kids to give them the education they need," Kollenda concluded. ■

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Community Foundations For Public Schools

by Allen D. Calvin and Patricia Keen

The establishment of community foundations to assist the public schools is a recent phenomenon. The authors report on the growth of one such foundation — the San Francisco Education Fund.

The argument that the public schools do not need corporate support, because they are tax supported, appears to be losing ground. Business leaders are realizing that the vitality of their city schools, like that of universities, parks, and museums, reflects on the overall health of their communities. Thus a number of city school systems have derived support for some of their programs from business groups and individual corporations, but the establishment of a community foundation to assist the public schools is a more recent and so far not a widespread phenomenon.

In the past 10 years at least three such foundations have been formed in major cities — Dallas, Oakland, and San Francisco. The senior author has been involved with the San Francisco Education Fund (SFEF) since its inception three years ago.

SFEF came into existence when the S.H. Cowell Foundation expressed an interest in developing a community foundation to support the public schools of San Francisco. The Cowell Foundation was pleased with the performance of the Marcus A. Foster Educational Institute, which it funds in Oakland, California. The goal of this Institute is to stimulate and reward creative work in the Oakland public schools. The Institute offers a Distinguished Educator's Award and supports the Marcus A. Foster Scholars program.

Robert Alioto, superintendent of the San Francisco schools, was asked by the Cowell Foundation to convene some community leaders to work as an organizing committee for the project. All of those Alioto selected had previously been involved in attempts to improve public school education in San Francisco. The group included Lucille Abrahamson, Ruth Chance, Adele Corvin, Leslie Luttgens, Edward Nathan, and William Roth.

In order to formalize the relationship between the new community foundation and the Cowell Foundation, Bay View Federal Savings, a local savings and loan association, underwrote the participation of the Management Center, a nonprofit group that acts as a consultant to nonprofit organizations. The Management Center consulted with the fledgling SFEF and helped prepare a formal proposal to the Cowell Foundation.

The Cowell Foundation then asked the organizing committee to select an executive director, and Gladys Thacher was chosen. In more than 10 years of involvement with San Francisco schools, Thacher had started Operation Bridge, a group designed to close the gap between school and the work world. She had also founded Enterprise, a volunteer organization that assists high school students in finding part-time work.

The Cowell Foundation allocated approximately $100,000 for the operating expenses of the first two years of SFEF. A recent article quoted Stephanie Spivey, executive director of the Cowell Foundation, as saying that the decision to fund operating expenses rather than program activities was "a tremendous exception to the way this foundation ordinarily works . . . but it was a program we really wanted to see happen."[1]

SFEF received official approval from the state of California and the U.S. Internal Revenue Service and can receive tax-exempt contributions. The board of directors, which includes leaders from volunteer organizations, labor and community groups, and the business community, has a good mix of genders and ethnic backgrounds. Although SFEF is completely separate from the San Francisco Unified School District, one of the board members of SFEF is also a member of the San Francisco Board of Education; two other SFEF board members are former members of the school board.

SFEF has maintained strong ties with both the school administration and the teachers. The superintendent of schools is represented on the SFEF board by a nonvoting, ex officio member. James Ballard, president of the local American Federation of Teachers affiliate (until recently the bargaining agent for the teachers of San Francisco), has also strongly endorsed SFEF.

The Business Advisory Committee of SFEF includes such well-known corporate leaders as Peter E. Haas, president of Levi-Strauss; Neil A. Harlan, chairman of Foremost-McKesson; R. Gwin Follis, retired chairman of Standard Oil of California; and Arthur V. Toupin, vice-chairman of the Bank of America. The involvement of leaders of these large San Francisco-based corporations and many smaller ones typifies the strong support that the business community has given SFEF.

During its first two fiscal years SFEF has had revenues in excess of half a million dollars. In addition to contributions from corporations, other foundations and individuals have also contributed. The funds collected may be divided into three categories: funds for operating expenses (approximately $100,000); funds for programs in which SFEF operated as a fiscal agent (approximately $150,000); and direct grant funding, which involved 98 programs in 55 schools (approximately $250,000).

Program ideas, to be developed by means of direct grants, are solicited by placing announcements of available funding in the mailboxes of every teacher in the school system. Interested teachers may apply to SFEF for funding for a project. The allocations committee, made up of board members and volunteers, examines each proposal before making recommendations to the board of directors. Funds awarded in this way are given without restrictions. The categories and number of programs in the San Francisco schools receiving direct grant funding were as follows: arts and music, 19 programs; basic skills, 14; curriculum enrichment, 24; programs for the handicapped, seven; science/environment, 12; schoolwide projects, nine; programs for newcomers, four; and counseling, nine.

In another role, SFEF acts as a fiscal agent for donors who wish to sponsor par-

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Three projects that SFEF has made possible are a solar greenhouse at an alternative elementary school, an All-City High School Youth Orchestra, and a cross-cultural peer tutoring program for Asian and Hispanic students at Balboa High.

ticular projects for the schools. SFEF administered eight fiscal-agent programs during its first two years. Sometimes a donor might wish to make a grant covering a general area, such as student counseling. An application already on file at SFEF might suit such a donor exactly. By matching applications with donors, SFEF meets the needs of a local school and satisfies the donor. If there is nothing suitable on file, SFEF circulates announcements throughout the school system that SFEF would like to receive proposals in a specific area.

Let us look at a few examples of awards to the San Francisco schools that SFEF has made possible. SFEF awarded $5,000 to a project at New Traditions Center, an alternative elementary school, to construct a solar greenhouse as part of its rooftop garden. Labor was provided by the California Conservation Corps, neighborhood volunteers, and parents. Students can now study solar energy in an urban setting, grow vegetables, and conduct natural science projects. Students from all over San Francisco have come to visit the site on field trips.

SFEF allocated $2,450 to underwrite a district-sponsored All-City High School Youth Orchestra. Students from public high schools participated in orchestra classes and rehearsals under the direction of a professional Bay Area conductor. The culmination of the project was a well-attended concert, which received excellent reviews.

SFEF granted $6,600 for a peer tutoring program for Asian and Hispanic students at Balboa High School. The program paired 56 students who were newcomers to the city with 28 tutors who were chosen from a cross section of ethnic groups at Balboa High School. The tutors helped the newcomers with English and with specific subject areas. Both tutors and newcomers gained cross-cultural exposure from the program.

SFEF regards the evaluation of these projects as critical to its goal of improving public education in San Francisco. Each program is reviewed in light of the objectives stated in the original proposal. Recipients of grants must submit both financial and narrative reports at the conclusion of the project. Through on-site visits and examinations of project reports, SFEF endeavors to measure the success of each program and to judge its applicability to other sites.

The projected SFEF budget for fiscal year 1982 approximated the two previous years' budgets combined. What has brought SFEF to its present position? What has encouraged its staff to make such an optimistic projection for its future?

One of the most important factors was the appointment of Leslie Luttgens as the first president of the board of directors. She is a highly respected community leader, former president of a foundation, former president of the United Way, and a board member of a number of highly visible corporations. Her willingness to assume the presidency gave SFEF a degree of credibility that would otherwise have been difficult to achieve.

Another critical factor was the decision to employ a full-time director. Gladys Thacher — hard working, dedicated, and intelligent — is recognized for her leadership by a number of constituencies in San Francisco.

A third factor in the success of SFEF was the decision to focus on teacher-initiated programs at individual schools. The senior author argued vigorously at the inception of SFEF that only if classroom teachers were stakeholders would the projects be really fruitful.

The last factor in the success of SFEF was the existence of a group called the University of San Francisco Education Associates. This group — made up of business leaders and concerned educators — met regularly to find ways in which the business community could help to improve public education. These business leaders were among the first solicited for contributions to SFEF, and their initial response was important to the success of the overall fund-raising effort.

The importance of these four factors to the success of SFEF has been underlined by the failure of the Dallas community foundation (although the Dallas foundation was organized for different purposes). Observers in Dallas felt that there would have been a different outcome had there been more careful selection of the foundation president, broader community representation on the board of directors, and the addition of a school board member to the foundation board.[2]

In the present economic climate, new approaches to improve education in the public schools must be found. SFEF is one such approach. It has a track record of success, and it holds promise for other communities.

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1. Richard L. Cohen, "Fund Opens Doors for Corporate Donations to Support Public School Projects," *San Francisco Business Journal*, 19 January 1981, p. 11.

2. Dan Levine, "Dallas's Nonprofit Foundation Founders," *American School Board Journal*, November 1979, p. 40. ☐

CORPORATE

Investing in Education's Number One Resource

The Exxon Education Foundation Says the Answer Is Teachers, So It Started a Program That Helps Good Teachers Help Each Other

By Richard R. Johnson

The report of the National Commission on Excellence in Education calls for sweeping changes to improve education in the United States. Many of the recommended changes, however, seem to require expenditures with a price tag beyond what this society is currently willing to underwrite. The question is, where should we start?

Anthony Alvarado, chancellor of the New York City schools, asserts that "Our most valuable assets are not measurable in dollars and cents, but rather in terms of human ability. The creative strength of our teachers, their remarkable resilience in the face of massive cutbacks and their need to foster excellence despite funding limitations is the real capital in the educational bank."

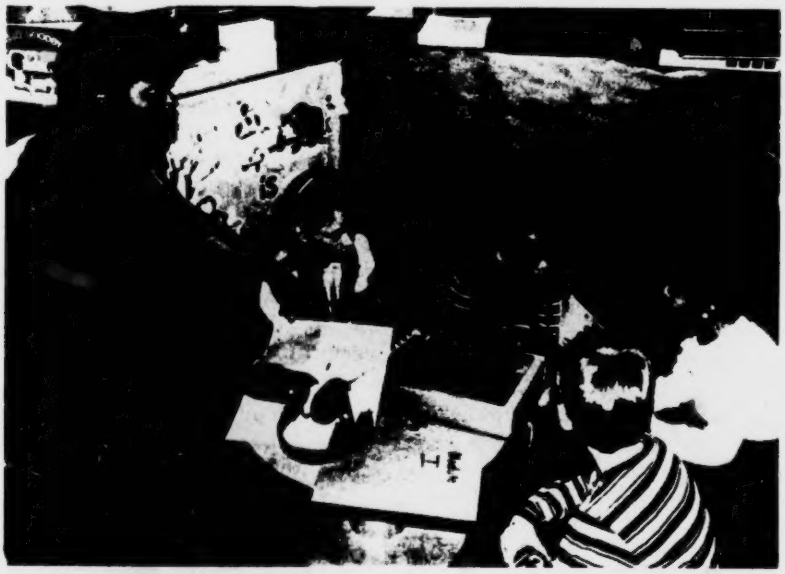
Rather than starting from scratch to rebuild this extensive base of human capital, we can improve the system more efficiently by locating and building upon existing strengths.

Starting with this premise, in 1979 the Exxon Education Foundation worked with the New York City public schools to design a program to improve teaching. The IMPACT II program has cost approximately 27c per student while affecting teaching in scores of schools in—and now beyond—the New York City system.

An outside evaluation of the program concluded that, "The success of IMPACT II comes from trusting teachers, supporting their judgement, honoring their commitment, and then carefully crafting and nurturing a network to facilitate the changes they undertake."

The objective of IMPACT II has been to pass along information about examples of effective teaching so that other teachers could incorporate these ideas into their own classrooms. The IMPACT II program is built on six assumptions:

(1) *There is good teaching taking place in the schools.* Much of what is written about our schools is very negative. But this picture, in part, is due to the aggregating (averaging) across many students, classrooms and schools, which pulls



Charlotte Parker received an IMPACT II grant to package an individualized reading program at her school in Houston, Texas. Parker's five-step program involves activities that stimulate and motivate students to read.

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Eilene Evans introduces students to engineering, math, meteorology, and art through "Go Fly a Kite," an inexpensive program she developed with IMPACT II money at her Brooklyn, New York school.

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down the peaks of achievement to the level of mass mediocrity. There is much going on in our schools that merits recognition and nurturance. Thus a program for change needs to disaggregate in the hunt for excellence.

(2) *Teachers should be involved in identifying good ways of teaching which need nurturance.* Good teachers can be sensitive instruments for seeing what works. Not only can a good teacher see what works with his or her own students, but IMPACT II assumes that these individuals recognize good practice in other teaching environments as well. In the IMPACT II program administrators cooperate with teachers and the teachers union in soliciting and reviewing good teaching ideas submitted by other teachers.

(3) *The identification of good practice in the schools has value in and of itself.* The IMPACT II model seeks to transfer teaching ideas to new sites, but the process of recognition of good practice shows beneficial results in itself. Having individuals who are dedicated to improving teaching hunt for good teaching ideas is fun and educational for those involved.

Furthermore, in finding and publicizing the many things that are going right in the schools, one counters the more general nay-saying about the institution. All cannot be darkness when these sparks of light shine from so many places.

Finally, those individuals doing good things who are "discovered" in the process of the search are reinforced in their efforts to assert good practice against an aggregate mediocracy.

The IMPACT II program found numbers of teachers doing good things in their classrooms who were ready to quit. These are not the "burned-out" time servers, but rather professionals interested in their own performance.

Unfortunately, the isolation of the individual classroom leaves many teachers frustrated and unappreciated in their efforts. The program's recognition shows them that not only do others care, but also they are not alone in undertaking efforts to improve the system.

(4) *Support the development of improved teaching practice.* Teacher grants (called "developer" grants) are provided for those identified as exemplifying good practice to help them develop the materials or techniques they have created. But these awards are ***not*** prizes. Each teacher is expected to propose activities that use the funding (approximately $300) he or she receives.

These tiny amounts of money allocated by the teacher for educational materials have tremendous leverage in an era of tight budgets and in a system where individuals do not have power to allocate money for their own educational programs. Interestingly enough many "master teachers" used their grants for dissemination—to help *other* teachers adapt an idea.

(5) *Link individual teachers interested in improving their teaching with others having similar interests.* The process of identifying good teaching practice acquaints teachers interested in improving practice with others having similar interests. Teachers serving on review committees come to know via written proposals of the work of many teachers in other parts of the system.

The IMPACT II program also publishes a catalog of information about the examples of good teaching practice identifying the teachers involved. Thus, individuals receive recognition and learn about others in different schools in other parts of the city who have similar interests in improving instruction.

The program also supports workshops using the identified teachers to work with other teachers interested in learning the techniques developed by these "master teachers."

In these ways, teachers who might never have occasion to talk to others with similar interests come to know each other and provide an extended support group for improvement of teaching in the wider system.

(6) ***Support re-creation of good practice at new sites.*** The IMPACT II program embodies "adaptor" grants as well as the developer grants noted above. The adaptor grants are available to any teacher in the system who wishes to use techniques developed by one of the "master teachers" to change his or her own way of teaching.

The adaptor grants are not merely for mimicking what someone is doing elsewhere. Rather, the adapting teacher typically takes the germ of an idea and re-creates the technique to fit the circumstances of his or her own classroom. In this sense, the IMPACT II slogan typifies the overall process, "take an idea and go creative!"

Self-generating

The outline of assumptions above shows that IMPACT II does not depend upon one set of materials or one style of teaching to bring about change. It is compatible with other approaches to educational change which focus on larger units such as the school building or school district for top-down "mandated" and structural changes.

But IMPACT II does not require changing top administrators or restructuring the system to bring about change. All that is needed is the leadership's agreement to "let it happen."

In the New York City public schools the top level administration agreed to try the program and the teachers union supported the experimental efforts. Almost from the beginning, the program developed through the momentum of individual teachers.

Over 1,000 Grants

Teachers are invited to submit descriptions of classroom-based improvements they have developed. A committee of teachers, administrators and IMPACT II staff reviews these proposals to select those who will receive "developer grants" of $300.

These grants support preparation of dissemination packets and cover the costs of technical assistance for other teachers who want to try these teaching ideas in their own classrooms. Developer teachers also offer workshops for other teachers.

Almost 1,000 grants have been made in New York City since 1979. Projects supported have ranged from kindergarten classes studying science via learning about cooperative behavior in Emperor Penguins to a multi-sensory approach to mainstreaming and a program for high school students that relates mathematics to art. In addition to teachers who have received "adaptor grants," many other "informal adaptors" have secured the materials and changed their way of teaching without even requesting support.

"The success of IMPACT II comes from trusting teachers, supporting their judgement, honoring their commitment, and then nurturing a network to facilitate the changes they undertake."

Positive Reaction

Alvarado, in commenting on the results of IMPACT II said, "The educational bureaucracy tends to box people in, to put reins on their creativity. IMPACT II injects vitality and expansiveness into a teacher's vision.

"Fascinatingly, the more teachers become involoved in IMPACT II, the more other teachers want to become involved. Magic is contagious. It's created a growing network of teachers."

That network has now grown beyond New York. The Houston, Texas public schools, borrowing from New York, created their own IMPACT II program last year.

The New York City public schools have also developed a cooperative program with independent schools in the area. The Chapel Hill-Carrboro North Carolina school system started an IMPACT II program this fall. Seven school districts in Rockland County, New York plan a joint program and the Boston public schools will start an IMPACT II program this school year.

Other school systems around the country are inquiring about IMPACT II. Early this November over 300 representatives of school districts from Bellingham, Washington to Vero Beach, Florida met to talk with teachers in the New York City schools and learn about IMPACT II.

Ernest Boyer, president of The Carnegie Foundation for the Advancement of Teaching, told the group that "It is my judgment that IMPACT II demonstrates brilliantly what I believe to be the key to excellence in education . . . we cannot have excellence in education without excellence in teaching."

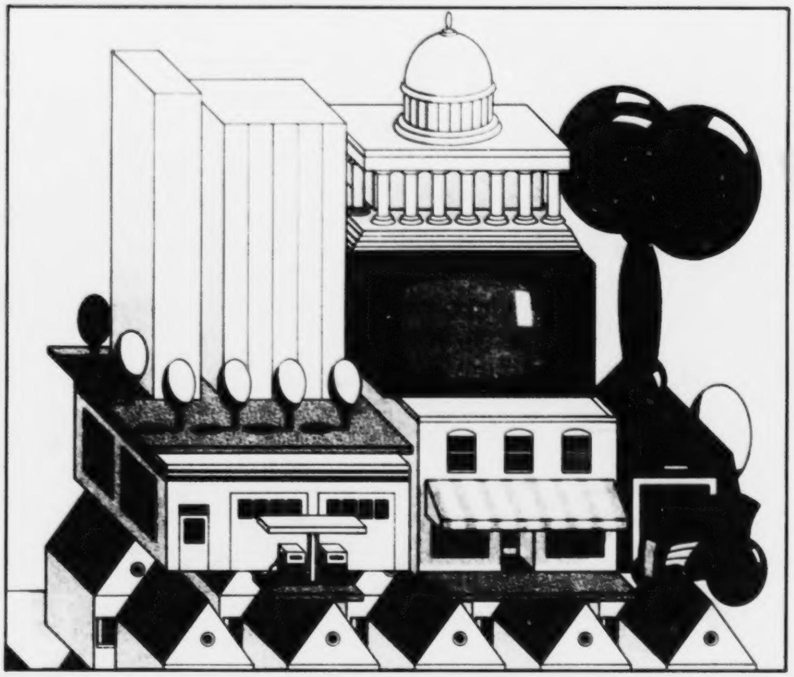
The New York City IMPACT II staff will provide sample materials and more information to school systems and organizations interested in learning more about the model. Certainly, the new programs will not merely copy what was begun in New York. Each new site in the growing network will need to take the germ of the idea and adapt the program to its own circumstances.

The same is true for other grantors—if you find something of interest among the assumptions behind this program, take an idea and go creative! □

Richard R. Johnson is research director for the Exxon Education Foundation. He previously spent 11 years teaching psychology at Earlham College, Indiana.

Foundations and Coalitions

Building Support for Schools



A spate of national studies on education and overheated political rhetoric have combined to catapult public interest in education to an all-time high. Business executives—as never before—realize the quality of education—or the lack of it—has a direct effect on the well-being of their companies and the economy as a whole. Educators are capitalizing on this public interest through two vehicles: foundations and coalitions. Both mechanisms can be used to develop support for public schools and to channel energy and funds in constructive directions.

Foundations are independent, nonprofit organizations that raise funds to supplement, not supplant, school programs. Most organize in support of a single district, although statewide funds in Arizona and West Virginia, for example, are being formed. One active participant in the foundation movement, David Bergholz, president of the Public Education Fund, estimates there are more than 200 foundations now in existence. "The biggest concentration of foundations is in California, largely because of Proposition 13," Bergholz said. The Public Education Fund, which provides seed money and technical assistance to new foundations, has received calls for information from Seattle to Tucson to southern Florida, says Bergholz.

Coalitions are formed primarily at the state and national levels to generate support for or opposition to a particular cause. The National Coalition for Public Education, for example, includes groups opposed to tuition tax credits. Some coalitions are broadly based, bringing together groups with widely different perspectives and interests. The National Coalition Against Censorship contains a range of groups including the American Library Association, the Newspaper Guild, Planned Parenthood, the Screen Actors Guild, and AASA.

At the state level, coalitions lobby the state legislature for more funds for public education, promote public information efforts in support of education, and develop broadbased efforts to improve the public schools. The first type is generally limited to education groups. The second and third types of coalitions may begin with education groups but quickly expand to include other major elements of society.

Foundations—How They Start

Although foundations generally focus on raising money, not all form for that reason. As superintendent, the late H. Vaughn Phelps formed the Westside Community Schools Foundation in Omaha nearly ten years ago to run a business for students, a function districts could not perform under state law, said Kenneth Hansen, acting superintendent. The Westside Foundation leased a gas station to provide work experience for students and awarded scholarships to students and fellowships to faculty and classified employees. Today, the foundation does not operate the gas station, but it administers three child care centers and continues to award the scholarships and fellowships. Although the foundation provided start-up funds, the centers are now self-supporting. Hansen said memorials to Phelps, who died last spring, added $10,000 to the fund.

Among foundations formed more recently, a pattern seems to be emerging. Small, rural, and suburban districts form foundations either to supplement the district's general fund or to save specific programs that might be cut because of budget crises. In urban districts—where foundation grants would be swallowed up in the general fund budget—foundations are favoring mini-grants for teachers. Mini-grants require little paperwork and the donor sees a concrete result—a "big bang" for his buck.

Beverly Hills and Laguna Beach, California, two affluent, suburban communities, formed foundations to benefit the school districts' general funds. The foundations raise the money, but the school board decides how it will be spent.

Conversely, foundations that benefit the San Francisco and Pittsburgh Public Schools raise the money *and* decide how it will be spent. Both foundations give mini-grants to teachers and also do a great deal of brokering—acting as an intermediary between school district needs and community resources. It is interesting to note that the impetus for the foundations in San Francisco and Pittsburgh both came from outside the districts.

In San Francisco, the S.H. Cowell Foundation—which financed a similar fund for the Oakland Public Schools—expressed an interest in establishing a fund to benefit San Francisco children. Cowell assembled ten individuals—including several corporate "movers and shakers" who had worked on a Blue Ribbon Commission that had examined

continued on page 16

by Peggy Gonder, Denver, Colorado

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Gonder, Peggy, "Building Support for Schools," The School Administrator, American Association of School Administrators, vol. 40, no. 8, pp. 14-18, September 1983.

continued from page 14

problems in the public schools. The main focus of the fund is to give grants, generally under $3,000, for single-school projects ranging from counseling of Asian newcomers to arts, basic skills, and computer programs. Because the education fund is successful, the school district now calls on the foundation for other needs. When the school district wanted $250,000 to launch a staff development effort, the SFEF secured a grant from a private foundation and handled the evaluation and monitoring.

The Pittsburgh Public Schools benefit from projects sponsored by the education fund of a longtime civic and economic development organization, the Allegheny Conference on Community Development. The original goals of this fund, said David Bergholz, were to build morale in the schools, encourage corporate support for schools, and bring corporate expertise to the district's public relations programs.

One of the first projects was a school communications guide that helped magnet schools in Pittsburgh attract new students. The Allegheny Conference Education Fund operates an "adopt-a-school" program that pairs businesses with schools and an "Educator-in-Residence" program that brings in educators of national note to speak to school principals, corporate leaders, and foundation members. The fund helps pay production costs of school district annual reports, gives mini-grants to teachers, and provides technical assistance to other school districts in the region.

"Besides the dollars, funds have two major functions," Bergholz said, "brokering, where fund members become familiar with the problems of the schools and interpret them to other members of the community; and building a broader constituency for the schools." Since the education fund was founded, "there's been a change of attitude," he commented. "The business community now looks at education as an *agenda of concern.*"

"The business community now looks at education as an agenda of concern."
—David Bergholz

Tips

Those involved with foundations offer several tips for getting started. The most important is to select influential members of the community that will have credibility with those from whom the foundation will seek funds. In San Francisco, the selection of Leslie Luttgens, a respected member of the corporate community, as the fund's first president played a key role in gaining corporate support, said Allen Calvin, a professor of education and one of the founding members. "The corporate world trusted Leslie. They knew and respected her for her leadership ability," Calvin explained.

"The community has to develop the foundation, not the school system," Calvin said, "so members of the community who have no children in the district will feel they have a 'stake' in the schools. There is no one model that will work in all communities," he added. "The people who develop the foundation have to form their own path. If the people believe in the approach they're taking," he added, "they will succeed."

Dan McCormick of Educational Foundation Consultants advises a number of Michigan school districts that have established foundations. "You need to have a clear agenda, a concise pattern in mind of what is to occur, so you don't bring the power base in and waste their time," he said. McCormick also advises establishing an annual schedule of activities that will tap different volunteers at different times. The person in charge of deferred giving (wills and bequests) might be busiest in the fall, while the trustee in charge of the annual appeal would be busiest at tax time.

Should grants go through the school board or be approved independently by the foundation? There's no single right answer, said Bergholz. Many grants Allegheny gives go directly to the school board for district projects (such as $2,500 for printing the annual report). The small grants are approved separately because the school board and the fund both see the advantage of conveying these as gifts directly from the community. Also, "it's hard for the system to write checks directly to teachers," he explained.

The drawback of an independent fund is that it can be seen as a threat, an attempt to set up a second school board. "We work hard at maintaining good relations with the school board and the superintendent," said Diane Kommers, director of development for the San Francisco Education Fund. Her answer to the "separate school board" question is, "We're doing a job much different from what the district is doing. We're responding to different needs."

Some also express the fear that corporations will try to control the curriculum. "We don't find that corporations are sinister in that way," Kommers said. "They may have general ideas where they want money spent, such as for computers or basic skills, but they're fairly flexible about matching up with actual needs. They recognize," she added, "they don't have the time or expertise to design the curriculum."

Coalition Efforts

For years, the Gallup Poll has indicated that Americans have a more favorable opinion of their local school district than they do of education generally. One notable trend on the state level is the formation of coalitions by education groups to attack the public image problem on a statewide basis. For example, coalitions in Iowa, Colorado, and Minnesota have developed themes and accompanying printed materials.

In Kansas, the Confidence in Kansas Public Education Task Force, which began in 1981, developed an ambitious, year-round public education effort. Leaders from eleven education groups that represented teachers, administrators, school boards, PTAs, community colleges, and vocational schools, met to establish goals. In two years, the group has produced four TV and radio public service announcements, published a 44-page magazine describing education in the state, and hosted a highly successful "Friends of Education" banquet.

One of the task force's original goals

Coalitions . . . Seeking A Common Purpose

What holds us together as a community, state, or nation? The answer is simply "what we have in common."

A coalition is a group of organizations or individuals, often with diverse interests, who come together to deal with a common issue or achieve a common purpose. Let's take the issue of support for high quality education, for example. Who shares the concern? Business people share the concern because their future employees and their future markets are in school today. Senior citizens share the concern because they want to be sure people are educated well enough to make the money needed to pay Social Security taxes. Government leaders share the concern because they want to maintain a strong economy. Parents are concerned because they want their children to be successful. And educators should share all of those concerns.

Recently, the Forum of Education Organization Leaders, a coalition composed of eleven national educational organizations, agreed on objectives for building public confidence in the schools. Forum members also accepted a common theme, "Public Education: A Sound Investment In America." The National Commission on Excellence in Education, the Task Force on Education for Economic Growth, and other coalitions inside and outside education have expressed concern about our nation's schools. Therein lies an opportunity.

People have a tendency to rally around a common threat or a common opportunity. Our nation is threatened, say recent reports, by a dangerously declining investment in education. Our national security, our economy, and our nation's competitive position in the world are at stake.

With education firmly back on the nation's agenda, schools have an open invitation not only to improve their product, but also to build support in the process. However, making the most of the opportunity requires creative leadership.

A successful public leader rallies people around an idea, listens and responds to needs, and leads beyond responsiveness. A successful public leader builds consensus, helping a community find the common good and achieve it. Coalitions can do this.

What are the steps in forming a coalition and finding that common purpose for the schools? Consider the following:

- **Explore the issues.** Those issues might include getting education back on the community agenda, the need to build support for quality education, or the need to build understanding of the relationship between education and the economy.
- **Identify the groups that have a stake in the issue.** Those groups could be business and labor leaders, nonparent taxpayers, elected leaders, the university community, and so on.
- **Convene a meeting.** State the purpose you see for the coalition, but let those involved work it into a statement they can buy with enthusiasm. Also, ask for a commitment to participate.
- **Select a chairperson** with the time, energy, and willingness to do the job. The leader might be a person directly involved in the issue or an outsider who has little or no "vested" interest.
- **Together, become informed** and deal with the issue.

Here are a few guidelines for a successful coalition:

- Select members who will work in the common good, not just in their own self interest.
- Be sure members have the information they need to make wise decisions.
- Encourage members to develop strategies for dealing with issues.
- Be positive and look to the future. Don't let the meetings become gripe sessions or excuses to defend the past.
- Keep coalition members, your staff, board, and community informed through a communications network. And listen to the ideas and concerns of each of these groups.
- Avoid voting. Work on the basis of consensus. If there is disagreement, modify the pronouncement, if possible.
- Don't insist that all groups deal with the objectives in the same manner. They may have divergent constituencies. Most can agree, however, on community-wide themes, public service announcements, research projects, community celebrations.
- Be willing to compromise for the common good. Seek or develop common denominators. Be a good negotiator and avoid imposing your point of view on others.
- Share the glory. If the coalition is successful, give it some credit.

Some common problems experienced by coalitions include: attempted domination by one member, jealousies between or among members, conflicting goals, strategy arguments, blind loyalty expectations, too many meetings or unwise use of meeting time, and lack of follow through.

A coalition needs thinkers, but it also needs doers. Therefore, someone should be given responsibility and authority for getting things done. Promises are made in the enthusiasm of a meeting that may not be kept without the firm but gentle hand of a human spark plug. Choose this tactful, skillful leader wisely.

What about the lifespan of a coalition? That depends on its function. Some coalitions build in a sunset provision. If they have work to do after three years, they decide to continue. It is always better for continuation to be a conscious decision.

We are a nation rich in diversity. Without the right kind of leadership, that diversity can divide. With the right kind of leadership, that diversity can enrich. Coalitions can help to enrich our society as we seek our common purposes. □

by Gary Marx, Associate Executive Director, AASA

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was to expand to include groups outside education. The coalition has added one such group—the Kansas Department of Economic Development—and works closely with two others—the State Farm Bureau and the Kansas Association of Commerce and Industry. Although new groups are occasionally proposed, coalition members generally feel their primary goals may be sacrificed if many noneducators are added. The task force has also been careful to avoid political stands on topics that would divide them. Lobbyists for the group do cooperate informally, however.

While the Kansas group has avoided stands at the legislature, lobbying for education has been the primary purpose of the Citizens for Education Coalition in California. In its first year, the coalition—which contains 20 education groups—gained legislative support for an eight percent across-the-board increase in school finance, said Jim Slezak, executive director of the Association of California School Administrators. The second year (1982), the coalition splintered over an agency shop bill and the legislature came "within 12 votes of passing" an increase for education. But in 1983, the signs again pointed to success. Bills in both houses of the legislature promised "substantial increases for education through new taxes," Slezak said, during a year when the "State of California was in complete financial disarray."

"If the legislature can keep us arguing among ourselves," Slezak commented, "they have an excuse not to increase funds. By having just one voice, we can be very effective." The coalition is now focusing on a campaign to restore public confidence in education. They are conducting opinion polls to identify consumer needs and attitudes regarding education. Then, they plan to identify exemplary programs that relate to those needs.

Building a Consensus

In Indiana, a broadbased effort is underway to build support for education and a consensus among major segments of society about what changes should be made in Indiana schools. Initiated by the Indiana Council of Educational Administrative Associations (an umbrella group of school administrator organizations in the state), the effort garners support from 39 organizations, including private foundations, banks, utilities and private businesses, organized labor, the Chamber of Commerce, League of Women Voters, parent and education groups.

The first phase of a multi-year plan includes a one-day Indiana Congress on Education, followed by school visits in the state's 14 economic regions and a second Congress to vote on final recommendations for changes in education. Subsequent phases include plans for a 60-minute television documentary on Indiana schools, an "education ambassador" program in which local business and civic leaders would speak on behalf of the schools, a statewide resource center, and establishment of local involvement groups.

The first Congress, last June 7, drew 425 people to hear speakers and meet in small groups to discuss the conference theme: The Search for Common Ground. "The level of involvement and enthusiasm was far better than anyone expected," said Florence Gaylord, administrator for Bierce and Associates, the public relations firm coordinating the effort. "Major business leaders in the community stayed at the Congress all day and the media were there most of the day," she noted.

Among the recommendations being considered are more pay for teachers, more money for districts, more demanding courses, and more money for gifted students. An official of the Lilly Endowment, which provided major funding, proposed lengthening the school year to 210 days, using four and one-half days for academics and keeping one-half day for creative activities sponsored by outside groups.

The school visits are planned for early fall and Congress II for next December. Although enthusiasm and participation is high, financial support has not equaled expenses. Gaylord said Bierce & Associates staff are "personally and emotionally committed" to seeing the process through Congress II, but any future efforts are contingent on how much more money can be raised.

"In order for this to work (building long-term support for education)," Gaylord added, "the process cannot stop with Congress II, but must be ongoing, including monitoring to see that changes are made, evaluating, and making further recommendations." The agency has sent out letters to corporations explaining the success of Congress I and asking for more funds.

The effort to involve more people in education received a boost this past summer when the Education Commission of the States Task Force on Education for Economic Growth released its "Action for Excellence" Report. The task force included 12 governors, three state legislators, chief executive officers of major American corporations and representatives from education, labor, and national organizations.

The first of eight "action recommendations" was that each state governor appoint a "broadly inclusive" task force to develop a state plan for education and economic growth. The second recommendation was that business and labor leaders and members of the professions should become more active in education, that businesses should establish partnerships with the schools, and that state and local education officials should establish partnerships of their own.

Perhaps the next generation of coalitions will follow the California model, where business and education coalitions are building bridges to each other. The Business and Industry Roundtable, which includes the leading 86 businesses in California, hired a lobbyist for the Citizens in Education coalition and financed a study on new technology and computer literacy—a California equivalent of the report by the National Commission on Excellence in Education, said Jim Slezak of the Association of California School Administrators. He characterized the relationship of the two organizations as "informal collaboration."

Similarly, the chairman of the Business Roundtable appeared on a panel with the chairman of the California Assembly Ways and Means committee and a local superintendent to discuss school finance at a meeting sponsored by the California Coalition for Parent/Community Involvement (CCPIE).

The workshop, attended by the 35 leaders of education and parent groups that comprise CCPIE, produced "quite an interchange," said Myron Puckett, co-chairman of CCPIE. "The head of the California Teachers Association had some very pointed questions for the head of the Business Roundtable," he explained. "Things he didn't realize. It was good to have the practitioners there."

One of CCPIE's objectives is to stimulate local affiliates that can build support for public schools and "make people aware of the value of involving parents and community members in the schools," Puckett added. Although the state group currently contains only education and parent groups, Puckett said, "we're trying to look at the title 'community' broadly—to include religious leaders, representatives of corporations, and small shop owners."

Another state coalition that bridges public and private sectors is Minnesota's Wellspring, a forum of leaders in business, labor, industry, government, and education. "Wellspring is a coalition which brings together all the major interests in the state," said AASA Past President Lloyd Nielsen. "The group meets to define and tackle problems of common concern and has considerable impact on the policies of the individual organizations represented."

Wellspring projects have resulted in passage of a six million dollar technology and instruction bill as well as legislation concerning workman's compensation and development of the wood products industry in the state. Other projects have addressed economic recovery and the conditions necessary for a healthy state economy.

The public's interest in education waxes and wanes, peaking at a crisis and declining when the crisis goes away. But perhaps through these new partnerships—foundations and coalitions—educators can develop more permanent ties with their larger communities, ensuring long-term support for one of society's most important institutions. ☐

Career Education and Collaborative Councils: Two Powerful Ideas

Gerard G. Gold

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Powerful ideas, not powerful funding, have always been the strong suit for both career education and local collaborative councils. The rapid dissemination and acceptance of the ideas of career education and community collaboration are the result of using modest amounts of dollars to implement well-designed strategies based on accurate forecasts of institutional needs, resources, and constraints.

But even powerful ideas need money to move. In the federal government and in innovative states and school districts, monies from vocational education research and development "pockets" and the Career Education Incentive Act of 1977 were used to get career education up and running. Spread nationwide, these were small amounts. Nonetheless, career educators pursued an ambitious purpose--to influence all school curricula and postsecondary programs as well by bringing the boundless learning experiences and motivational forces of the "real world" into instructional programs.

This combination of limited funds and broad purposes also has been typical of the collaborative council "movement" of the late 1970s. Of the 155 councils identified in 1981 by the National Institute for Work and Learning, 120 had been organized since 1975, and only 16 before 1970 (Gold, Jung, and Bushnell, 1982; Gold, Fraser, Elsman, and Rankin, 1981).

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These councils differ substantially from one another in levels and quality of activity. Yet, on the whole, they embody broad community concerns for the quality of education, the ability of young people to make career decisions and perform work responsibilities, and the apparent inability of education and work institutions to solve these problems.

Today, the ideas and practices of career education are linked inseparably to the ideas and practices of collaboration between educators, employers, labor, and other community leaders (Hoyt, 1976, 1978; Wirtz and the National Manpower Institute, 1975). Similarly, the ideas and practices of collaborative industry-education-labor councils are intimately linked to career education.

Career education without collaboration would be spiritless, deprived of the real people, real needs, and real experiences that motivate learners to connect learning and life. Collaborative councils without career education would be deprived of the goals and strategies that motivate employers, unions, parents, and others to care about education.

Yet for both career education and local collaborative councils, the present moment is both the best of times and the worst of times. The ideas and practices of both are used more widely than ever, yet career education programs and collaborative councils are struggling in many places for institutional resources and continuity. The ideas have never been so accepted. The funding has never been so tenuous.

Why is this? Why has success bred uncertainty? And, what about next steps?

SOURCES OF UNCERTAINTY

"Infusion" has been the central strategy used by career educators. The idea is as simple as its implementation is complex--to persuade teachers, administrators, and school boards of the importance of career education and the feasibility of using small segments of career education content in almost any subject curriculum at all grade levels.

Piggy-backing career education on the regular curriculum is a superb strategy because: (1) no turmoil is created in classroom schedules; (2) teachers and school systems can start with small commitments and little understanding and grow into larger commitments built on a more profound understanding; and (3) only modest financial investments are required for teacher training and specialist assistance.

But the piggy-back/infusion strategy also has disadvantages: (1) until the concepts are embedded in the intellectual fibre of a school system philosophy, funds for even modest expenses are extremely vulnerable; (2) ownership of concepts and program may be "no where" because it is spread so thinly; (3) career education may fail to overcome the "we've-been-already-doing-that-for-years" barrier if the infusion soft-sell is too soft. Federal block grants, by reducing already limited funds once earmarked for career education, may make programs more vulnerable to these weaknesses.

But the good news is that the core concepts of career education--career awareness, exploration, experience, and decision-making--are now recognized as educationally valid, socially useful ideas and practices and are being integrated into vocational education, human resource development, and even general education. John Dewey should be smiling.

As for local industry-education-labor collaborative councils, they too are being buffeted by success. When local business, labor, and education leaders get together to see what they can do together to devise better connections between work and learning institutions, their responses are remarkably consistent from community to community. Activities of the 150 councils reviewed in 1981 by NIWL for the U.S. Department of Education's Office of Vocational and Adult Education were characterized as "benefiting teachers and students, using information dissemination and program development methods, and emphasizing a content of career awareness and exploration" (Gold et al., 1981, p. 79). Specifically, councils engaged in the types of activities listed in Table 1.

Obviously, any sensible school system should treasure any local organization of community leaders which can initiate and support these activities. Wise educators "use" these activities and the sponsoring councils to build a network of citizens who understand and share the broad goals of public education and who can become the cornerstone of local coalitions supporting improvements in the operations and financing of the education system.

In some instances this wise use has worked well. Schools and colleges have known when to absorb program responsibilities and when to encourage healthy separation and council "ownership" of projects. Shrewd school administrators have recognized that when projects become identified as "school projects" they may lose momentum from business and union leaders, but that those leaders themselves need the support and nudging that schools can provide through collaborative projects.

From a point sometime around 1975, when talk of collaboration was still a foreign rhetoric implying affiliation with the enemy, we have arrived at a point where "collaboration" has become so much of the jargon of grantsmanship that one worries at times if the concept will come toppling down, overweighted by unrealistic claims and expectations. That danger of unjustified expectations ought to be minimized by the simple fact that the problems are so close to home. The realities of who can and who will do what and at what cost are quickly recognized when planning starts at the community level.

Thus it is extremely encouraging to see the dramatic shifts now occurring in the attitudes, policies, and concrete actions of business and labor organizations with regard to their responsibilities for the quality of public education. The concepts of independent collaborative councils, and of collaborative projects broadly defined, like the concepts of career education, have been plagiarized and adapted at will. Most notable are the incorporation of the collaborative council concept into the 1978 Private Sector Initiative Program (Title VII of the Comprehensive Employment and Training Act) and the expansion of that concept in the new Job Training Partnership Act of 1982. This legislation,

Table 1

Frequency of Most Common Council Projects by 154 Councils*

In-service teacher workshops on career development topics	52
Career speakers in classrooms	45
Community resource clearinghouse and/or directory	36
Career days and career fairs	35
Coordination of school and non-school programs (especially school and local government youth training programs)	35
Job fair and/or job placement assistance for youths	34
Improving career counseling and information services	33
Site visits for students to employers	29
Improving vocational education programs	27
Shadowing programs for students at work site	22
Public relations on career-related topics	22
Establishing school-business partnerships and adopt-a-school programs	18
Site visits for teachers to employers	17
Needs assessments	16
Curriculum development	16
Economic education	16
Inventory community resources	15
Newsletter	14
Assisting special needs youth	14
Developing programs for adults	14

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* Data were categorized by project staff based on descriptions of council projects submitted by local council staff. This table is approximate in its ranking because of incompleteness and only rough comparability of data. The rough proportions, however, are entirely consistent with all other evidence gathered by case studies and more informal inquiries.

whatever its merits and limitations, has absorbed to date the bulk of Congressional interest in collaborative approaches to the career development needs of young people and adults.

DIRECTIONS

This reality imposes a substantial burden on career educators and on their collaborative council allies. Despite the progress made in the past decade, a long-term educational effort remains to be made among the non-educators who participate on local Private Industry Councils. While the national legislation encourages involvement with education and a developmental approach to youth programs, past performance by local PICs shows a strong temptation to bypass "health maintenance" approaches of career education in favor of the "symptomatic cures" of on-the-job training. So one order of business is to prepare school system superintendents and key school board members to participate actively now in the planning that will redesign local PICs by October, 1983.

Undoubtedly, the advice of school leaders will be most welcome and persuasive if other community leaders believe that the schools these people represent are already doing an effective job teaching basic skills. The credibility of educators is linked almost everywhere to the progress they are making on the core function of improving student skills. So another order of business is to continue to emphasize the connections between career education, community collaboration, and basic skills. Where collaborative councils are active and the uses of community resources are already varied and effective, educators can point to living examples of the inseparable relationship between real, motivating experiences and progress on basic skills tasks.

Working outside the schools to build confidence in school programs can only work to the institutional advantage of the schools. Students themselves are the best builders of that confidence. Either students surprise adults by their maturity and willingness to work, or, if students are found to be immature, employers and workers are forced to recognize the needs of schools for more maturity-building experiences. Either way, serious and skilled educators stand to benefit.

Thus the third order of business is to continue to insist on including high quality career awareness, exploration, and experience components in school curricula. Internships, shadowing visits, journalistic interviews, career days, speakers in classrooms, and other experience-rich events must be planned carefully to make best use of community resources. Each contact, because it carries political and financial as well as learning implications, should be pursued as vigorously and treated as carefully as a proposal for funding.

The missions of both career education and collaborative councils converge on points such as these. Sharing a common outlook, both groups reinforce the feasibility of action and, in the process, hold each other accountable for leadership. In so doing, they model behaviors which other students, educators, employers, and workers can emulate. Such examples give life to communities. And it is in those communities where these pragmatic alliances and practices are being forged today that one can see most clearly the opportunities for progress and excitement in public education in this decade.

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Industry - Education Collaboration for School Improvement

December, 1981

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FOREWORD

This report represents a portion of a larger effort, supported by the Research and Educational Practice Unit of the National Institute of Education, to develop a more comprehensive understanding of how various types of educational organizations relate to one another in accomplishing school improvement projects. In a previous study* we identified, described, and analyzed the characteristics of 103 interorganizational arrangements (IOAs) involving educational agencies that were found in the 13 counties of the Greater San Francisco Bay Area. Several unexpected findings emerged from this study. First was the large number of arrangements identified. Second was the frequency with which educational organizations participated in arrangements: the range of frequency was between one and 18 arrangements; 67 percent of the 409 educational agencies identified participated in two or more arrangements. Third, all of the 231 Bay Area school districts were engaged in at least one arrangement, and 90 percent were in two or more. These findings indicate much more frequent formal connection among educational organizations than has been previously assumed or identified.

A two-dimensional, nine-cell classification system was developed to classify the arrangements. One dimension considered the legal status of the arrangement itself (mandated, enabled, or freestanding). When the 103 arrangements were classified by this two-dimensional system, no arrangements were found for two of the nine subclasses: a) mandated arrangement supporting a freestanding school improvement effort and b) enabled arrangement supporting a freestanding improvement effort. Most of the arrangements (86 percent) were focused on supporting mandated or enabled improvement efforts, and over three-fourths of the 103 arrangements belonged to one of the four classes in which there was joint external influence, mandated or enabled, on both the arrangement itself and the school improvement effort the arrangement supported. Only 14 percent of the arrangements were freestanding arrangements supporting freestanding improvement efforts.

This report provides information on one example of these free-standing arrangements (in which member organizations contributed most or all of the resources of the arrangement and for which there was no significant external requirement provided) that were voluntarily formed by agencies to support school improvement efforts. A second interesting aspect of this example is that the arrangement involves participation by educational and business organizations. The particular arrangement, the Industry-Education Council, was selected for special study not only to provide more detailed information about this type of interorganizational arrangement, but also because this type of arrangement provides a promising model for successful collaboration between school districts and local business and industries, that can help to increase school resources, strengthen educational programs aimed at preparing students for employment, and improve communication between school staff and leaders in the local business community.

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*C.S. Cates, P.D. Hood, and S. McKibbin, An Exploration of Interorganizational Arrangements that Support School Improvement. San Francisco, CA: Far West Laboratory for Educational Research and Development, 1981.

This study reviews findings of a recent national study of industry-education collaboration, briefly describes a statewide network, the Industry-Education Council of California, and then describes one particular arrangement, the Industry-Education Council of Santa Clara County.

Paul D. Hood
Educational Dissemination Studies Program

ACKNOWLEDGEMENTS

Much of the information about collaborative councils has been drawn from work conducted by the Center for Education and Work at the National Institute of Work and Learning. Information about the Industry Education Council of Santa Clara County was generously and thoughtfully provided by the council's executive director, Ernie A. Hickson. Mark Malkas edited the report, and Judith Haglund and Jan Larson provided secretarial support in typing the manuscript and following it through final publication.

Carolyn S. Cates

INDUSTRY-EDUCATION COLLABORATION FOR SCHOOL IMPROVEMENT

Introduction

Since the mid-1960s, formal interorganizational arrangements (IOAs) have become an important mechanism for supporting improvement activities in education. Organizational participation in such arrangements has been based on the assumption that collaboration will enhance improvement efforts by extending or multiplying limited resources and by reducing or avoiding unnecessary duplication of effort. Although no one knows just how many arrangements exist today, one recent study has estimated that there are from 2,000 to 4,000 nationwide (Cates, 1981). Findings from another study (Cates, Hood, and McKibbin, 1981) suggest that most arrangements involve only educational organizations such as school districts, intermediate service agencies, and institutions of higher education. In addition, the findings suggest that most arrangements involve some form of requirement or enabling support from an agency or agencies external to the organizations participating in the arrangement. Usually, the requirements and/or support emanate from federal or state agencies. Familiar examples include federally sponsored Teacher Corps Projects which involve formal collaboration between local school districts and colleges or universities, and special education consortia formed among school districts and/or intermediate service agencies in response to federal and sometimes state legislation.

However, there are also many instances in which educational agencies and private businesses and industries collaborate in primarily voluntary or freestanding arrangements in order to carry out some locally important improvement effort. In addition to extending resources and reducing duplication of effort, these arrangements serve the equally important purpose of providing a means for increasing and improving communication and understanding between two communities that are often divergent in their goals, modes of operation, and perceptions of one another.

At a time when federal and state resources for education are being rapidly reduced and when public attention is increasingly focused on improving public education, local partnerships between education and business and industry hold great potential for continuing existing school improvement efforts and initiating future efforts.

The purpose of this report is to briefly review existing information about collaborative councils--one form of business-education partnership--and to provide examples of one statewide network and of the activities of one local council.

A General Definition and Distinguishing Characteristics

An interorganizational arrangement (IOA) is defined as a formal collaborative arrangement of some enduring significance between or among two or more permanent organizations. The main feature of the definition is the notion of organizations collaborating or "doing something together," such as pursuing common programmatic goals, establishing consensus over valued domains, or acquiring, exchanging, or allocating resources (Stern, 1979).

Four essential features are encompassed within this general definition. First, the agreement itself is between or among the member organizations. Although individuals carry out the collaborative activities, they do so primarily as representatives of their respective organizations rather than as individual participants in a social network.

Second, the formality of the arrangement is signified by an official, regularized agreement that denotes the purpose of the arrangement, the level of investment (e.g., dollar constributions, in-kind services) required of members, and the activities to be conducted. Third, the emphasis on collaboration--"doing something together"--distinguishes an IOA from other arrangements that are primarily purchase agreements for materials, supplies, or services. Fourth, the notion of "some enduring significance," although not bound by a specific time duration, distinguishes an IOA from joint efforts that are periodic, short-term, or one-time efforts (e.g., joint sponsorship of a single workshop or conference).

Collaborative councils, as a particular form of IOA, are further distinguished by five characteristics:

- Council membership is representative of major sectors in a community; collaborative mechanisms are intended to join and serve the interest of more than two sectors. Councils should be designed to treat education, industry/business, labor, government, and youth service institutions as equal partners. In local practice, the interest and strength of one or two sectors may predominate, but the goal of collaborative councils is to seek balance of multiple purposes rather than exclusivity.

- Collaborative councils are essentially self-organized. Initial sponsorship may come from one sector or even a single organization. But once organized, the council is responsible for its own continuity. Neither membership nor agenda is assigned to the collaborative partners by a single institution.

- Collaborative councils are performance-oriented. Members and staff develop their own agenda and approaches to community needs. Such councils may choose to play advisory roles ranging from fact-finding to project operation, to program development, to program brokering and catalyzing.

- Most crucially, council members and the institutions they represent share responsibility for implementing the action agenda that brought them together in the first place. Members exercise active leadership within their primary constituencies and with other sectors and constituencies. Collaboration implies a recognition of shared interests that lead to mutual action.

- Organizational activity is sustained through *formal council organization*, with assistance from a staff director or coordinator. (Fraser et al., 1981, pp. viii-ix)

An Overview of Collaborative Councils

The most recent, broadly informative information about collaborative councils stems from a two-year Industry-Education-Labor Collaboration Project conducted by the Center for Education and Work of the National Institute for Work and Learning (formerly the National Manpower Institute). Funded by the Office of Vocational and Adult Education in the U.S. Department of Education, the project was designed to highlight and "to respond to the increasing nationwide interest in collaborative councils and to support the policy and planning needs" of the sponsoring agency (Elsman, 1981, p. vii). The project findings are presented in four publications:

Fraser, B .S., et al. *Industry-Education-Labor Collaboration: The Literature of Collaborative Councils* (1981).

Gold, G .G., et al. *Industry-Education-Labor Collaboration: A Directory of Collaborative Councils* (1981).

Elsman, M. *Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils* (1981).

Gold, G .G., et al. *Industry-Education-Labor Collaboration: Policies and Practices in Perspective* (early 1982).

The present overview is derived primarily from the first three reports.

Several interesting features emerge from this body of information. First is the recency of the majority of the arrangements. Of the 161 councils identified across 32 states and the District of Columbia, 88 percent had been established since 1970 and most of these since the mid-seventies. Of the total, only six had a history of 20 years or more of formal collaboration.

Second, in spite of the recency of the arrangements and the literature reviewed for the project, educational perspectives apparent in both the arrangements and the literature reflect a resurgence of the more traditional educational views. Compare, for example, the following two statements--the first a summary of an important theme in the current literature, and the second, a much earlier theme:

> Individual learners will be motivated to develop academic and vocational skills and positive attitudes towards society if in-school learning is closely linked in the learner's mind to relevant people, places, and oportunities in the immediate community and the larger society. Improved motivation may, in turn, reduce both anti-social behavior and the need for costly remedial programs. (Gold, G. G., in Fraser et al., 1981, p. xvii)

> The school must represent present life--life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground ... the best and deepest moral training is precisely that which one gets through having to enter into proper relations with others in a unity of work and thought. (Dewey, My Pedagogic Creed, 1897, in Fraser, op. cit., p. xiv)

A third feature is the commonality of the central purposes found across the councils as contrasted with the diversity of activities carried out by the councils. In view of the central educational perspective apparent in the literature, it is not surprising to find two related central purposes or goals stated or implied in most of the council descriptions: 1) to improve communication and linkages between business (and/or labor) and education; and 2) to facilitate youth transition from education to work. However, it is somewhat surprising to find the wide range of activities carried out under the umbrella of these purposes. Elsman (1981) succinctly addresses the issue of variety:

> So what does a council do? Given the diversity of communities, councils, and their leadership, the answer must be: almost anything it and its community have the resources and commitment to take on. (p.13)

More specifically, many of the activities are directly related to the education-work transition: for example, conducting surveys of community opportunities for skill training and work experience; conducting employment needs analyses and forecasts; sponsoring and conducting career education seminars and workshops for students and for teachers and counselors; serving as advisory groups and directly participating in improvement programs for vocational education and job training. Many other activities involve participation in much broader educational issues or areas. For example, some councils have been actively engaged in planning school desegregation and providing direct assistance in planning and implementing magnet schools. Others are involved in adopt-a-school programs and assist or participate in all areas of the adopted school's activities. Still others sponsor or develop curriculum packages (e.g., in economic education), some of which have been adopted by numerous additional districts.

Fourth, there appear to be three clearly differentiated patterns of operation or styles that councils use to carry out their goals and activities. Elsman (1981) has identified these as the "service provider" style, the "facilitator/broker" style, and the "special projects" style. Although councils may operate predominantly in one of the styles, some features of each are usually present in most councils.

A Statewide Network in California

With 22 local or area councils and similar organizations, California has more industry-education partnerships than any other state. Although the individual councils share a central goal of improving the transition from classroom to employment, all are very much local-level operations with different origins, histories, and organizational structures. Each is an individual, locally responsible entity based on existing community elements, and specific activities vary according to community needs and interests. Most are organized as non-profit agencies with their primary source of ongoing funding coming from membership dues and a small housekeeping allotment from the statewide umbrella organization, the Industry-Education Council of California (IECC).

Funds for special projects come from various sources such as the state Career Education Incentive Act, Private Industry Council funds, federal CETA funds, and the statewide council. Of the 22 local councils, only seven have paid staff. The rest carry out their activities through project task forces, standing committees, or volunteer assignments among member organizations and their representatives.

At the state level, the Industry-Education Council of California is a separate, non-profit organization. The functions it performs in this capacity should be especially familiar to those engaged in other educational dissemination and school improvement activities:

> It acts as a catalyst, linking agent, resource coordinator, and implementor for national, state, and regional education-to-work activities. It also identifies promising practices, concepts, and develops pilot demonstrations that can be adapted at the state, regional, or community levels. (Business and 5 Million Californians in School, 1980, p.2.)

From its origin in 1974, the IECC has had the direct sponsorship of a great number of corporations representing a wide variety of industries (e.g., banking, manufacturing, transportation, and electronics) and the active participation of equally numerous and varied education and public agencies (e.g., school districts, county offices of education, statewide professional associations, community colleges, and state and federal human service agencies). By 1981, the state council had over 100 direct corporate sponsors and 68 direct education/public agency participants. When local-level members are included, more than 1,200 agencies participate in California IECC activities. The state council's governance is the responsibility of a 60-member board of directors, drawn from the upper levels of member organizations. Its activities are directed by a 12-member executive committee. Administration is carried out by paid staff and loaned executives from business and education, and is headed by an executive secretary. Among the programs directly implemented or coordinated by the IECC are: career exploration and work experience projects; educator training clinics for establishing business-education collaboration; community career resource centers; magnet career learning centers; and motivation programs for elementary students and their parents. In addition, the council maintains a special fund for "hot ideas"--local programs of merit--and serves as fiscal agent for local councils participating in state or national projects awarded through or coordinated by the IECC. These and other activities and services are supported with an estimated (1980) annual budget of just over one million dollars supplemented by nearly equivalent in-kind services from members. The fiscal amount is split almost evenly between direct memberships and loaned executives from business and education and funds awarded primarily by public agencies for special projects.

The Industry-Education Council of Santa Clara County

Formed in November 1978, the Santa Clara County IEC is one of the most recent and most active of the California councils. It is set in an area having some unique characteristics that both positively and negatively influence efforts to establish and carry out collaborative activities.

The county encompasses 1,300 square miles, extending from the heavily populated southern end of the San Francisco Bay peninsula inland through suburban communities and rural farming areas in the southern end of the county. With a 1978 population of 1.2 million, it is the largest of the northern California counties. Widely known as the Silicon Valley, the county's business and industrial sector has been increasingly dominated by advanced electronic technology firms. In 1980 more than 500 high-technology businesses employed 17 percent of the county's 600,000-person workforce; by 1985 this industry is projected to provide as much as one third of the county's total employment (Useem, 1981). Partly due to this rapid expansion, the county has the fastest population and economic growth rate in the nation. (The city of San Jose, which accounts for over half of the county's population, advertises itself as the fastest-growing city in the country.) Long noted for its affluent communities, such as Palo Alto and Los Gatos, since 1975 the county as a whole has become the most affluent metropolitan area (per capita) in the state (Useem, 1981).

Given these conditions, it would appear that community resources, especially from the business sector, would be richly and widely available for cooperative improvement efforts in local schools. Yet some barriers to collaboration have been raised by the combination of the extraordinarily rapid expansion of an industry that requires highly skilled and technologically sophisticated employees, even for entry-level positions, and the severe and continuing cutbacks in local, state, and federal educational funds.

At a time when community employment requires increased educational emphasis on mathematics and science in the general curriculum and on electronics, computing, and other technological skills in vocational and occupational programs, these are often among the programs most severely affected by cutbacks. Two examples cited by Useem (1981) reflect extreme but not isolated situations and also point to additional difficulties:

> At the Regional Vocational Center in San Jose, a highly regarded school serving six school districts which offers programs in such demand fields as computer operating and electronics, the capital outlay budget has been slashed from approximately $85,000 to almost nothing. Lack of new equipment will soon begin to impair the quality of instruction offered at the school, including some programs useful to high technology industry such as machine shop and welding.
>
> In the affluent northernmost part of Santa Clara County, the administrative staff of the Regional Occupational Program (ROP), which services three high school districts, has been cut from seven to one, and the program has also suffered from the same extreme drop in enrollment experienced by all schools in that area. Few programs relevant to high technology employment are now offered by the ROP, and the local schools are unwilling to start new innovative industrial arts courses in the face of budget cuts and low student demand. As the local high schools cut the courses that are prerequisites for the more advanced ROP courses, usually offered at sites away from students' home high schools, the ROP courses either fall by the wayside or are taught at a more elementary level. The drop in federal funds for vocational education has also hurt these programs. Qualified teachers, lured by higher salaries in industry, are scarce and turnover is high. For example, in the North County ROP, instructors for the electro-mechanical drafting class frequently come and go, and in the last round of hiring, there was only a single applicant for the position. Moreover, a survey of the career plans of over 9,000 students in the ninth and eleventh grades

> in North County schools (Fremont Union, Palo Alto Unified, and Los Altos-Mountain View Union) shows no significant interest in scientific or technical careers. Like students everywhere in the U.S., the most popular career choices were performing artist, doctor, pilot, lawyer, and professional athlete. Electrical engineer ranked eleventh on the list and electronic technician placed 42nd. (pp. 5-6)

In the absence of direct and ongoing communication to provide mutual understanding of the broader issues and contributing factors in such situations, the business and education sectors easily can (and often do) perceive conditions and each other in very different lights. From the business perspective, cutbacks and declining enrollments in programs may be thought of primarily as unresponsiveness on the part of education to critical community needs. From the education perspective, the business sector may be seen as contributing to an already difficult situation by "raiding" the diminishing pool of teachers most necessary to carry out even minimally adequate programs. For students and the community as a whole, the disjunction between available jobs and available training means a rising youth unemployment rate (and potentially, concomitant increase in delinquency). If such extreme perspectives were the only views, efforts to collaborate on improving these situations would be at a stalemate.

Fortunately, the general environment for cooperative improvement efforts is stronger in California, and especially in Santa Clara County, than in many other areas of the country. For example, numerous county businesses participate in the statewide California Roundtable which has sponsored conferences and other activities aimed at forging more positive relationships between schools and businesses. In addition, two university-based programs in the county are affiliated with the statewide Mathematics, Engineering, Science Achievement (MESA) Program which receives strong support from business and industry at both the state and local levels. Still others are active in sponsoring high school Junior Achievement Programs and adopt-a-school projects.

Educational agencies within the county are particularly active in working together in formal arrangements. In a recent exploratory study of formal collaborative efforts in 13 Bay Area counties (Cates, Hood, and McKibbin, 1981), Santa Clara stood out both in the total number of arrangements and in the frequency with which individual educational agencies participated in arrangements. For example, county agencies were involved in almost one quarter of the 103 arrangements identified in the study. The county office of education participated in 18 arrangements, many of which it had been instrumental in initiating and coordinating. Participation by the 33 school districts in the county ranged from three to eight arrangements per district. Among these cooperative efforts were special education consortia, career education consortia, Teacher Corps projects, Teacher Centers, and proficiency assessment consortia in addition to the previously mentioned MESA Programs and the Regional Occupational Programs.

In this context, the county IEC has developed an active and increasingly recognized set of projects primarily targeted directly to students in county schools. In the exploratory phase of council formation, groups of interested educators and business representatives met separately. The purpose of the separate meetings was to allow each group to "clear the air" of biases and concerns they might have about working together, and to identify some areas or issues they felt might realistically be addressed in a cooperative venture. The meetings also served to establish the notion that the council could serve as a "neutral turf" where business representatives and educators could work together on concerns of mutual interest.

From the beginning, both employers and educators have recognized substantial reasons to be involved as IEC members. For employers, the council is an avenue of direct influence and penetration into school planning and operation, as well as a means of focusing their investments in school support; for educators, it is a primary means of determining what employers want from schools, generating resources for programs, and improving the public image of schools.

From the outset of joint meetings and the actual formation of the council, three areas were established as priority goals and objectives: 1) to increase communication and linkages between business and education; 2) to promote pilot demonstration activities to improve youth transition from school to work; and 3) to improve the delivery of services to youth from the various county agencies and employers. Underlying these goals is the philosophical view that schools have two primary client groups--students and employers--and that the results of the educational process should be targeted to both groups. Under this philosophy, employers are seen as natural partners with educators in supporting and participating in educational improvement efforts.

Since the council was formed in 1978 with 18 members (evenly divided between educational agencies and business or business-related organizations), its December 1981 membership had almost doubled to 34 organizations (15 business or business related organizations and 19 educational agencies). Only one of the original members had withdrawn, the National Alliance of Business (which dissolved). The present members are listed in Appendix A; original organizational members are marked with an asterisk. Established as a non-profit organization, the council is governed by a board of directors composed of a representative of each member institution (there are no individual memberships). All of the organizations are represented by mid-level or upper-level executives on the assumption that organizational commitments can be made more firmly and necessary resources allocated more quickly to IEC projects by representatives with upper-level authority and responsibility. Leadership for the board is provided by three elected officers (president, vice-president, and secretary/treasurer), the past president, and chairpersons of standing committees for planning, projects, and communications. This seven-member executive board, with approximately equal industry and education representation, sets council policy and oversees operations. Ad hoc task forces are created to plan and carry out special projects. Depending on the nature of the project, task forces may include representatives of non-member organizations as well as board members and other member representatives. During the first three years of operation, regular, formal meetings of all IEC members were held only once a year, with an executive board meeting monthly. More recently, the council has instituted a schedule of quarterly meetings for all members and monthly meetings of the seven-person executive committee. The change was proposed to provide members with a more direct voice in council activities and to provide a regular forum for communication among members and guests (e.g., legislators).

At present, staff support for the council consists of a full-time executive director, who has held this position since the council's inception, and a secretary. The executive director, a career educational administrator, is a loaned executive from the county office of education. Although a portion of his salary is paid by the county office, he works for and is responsible to the council. Under the current operation, the executive director is responsible both for promoting IEC interests and activities and for managing specific projects and council activities. However, the board is seeking sources of increased funding to provide additional staff so that more of the director's efforts can be focused on promotion and development activities. Ongoing funding comes primarily from membership fees and contributions. Grants from federal and state agencies have been received for some specific, limited-term projects. In addition, the county office of education, where the council office is housed, provides in-kind services and a portion of the funds for office operation, and the state IECC provides a small annual "housekeeping" grant.

Over its three years of operation, the council has engaged in a wide variety of projects and activities. In addition to providing a communication forum for its own membership, it has piloted a countywide newsletter for increasing business-education communication; has provided inservice workshops for educators to better inform them about the employment needs and resources of the community; has served as resource and information broker between the business and education sectors; and has developed proposals for activites such as a clearinghouse for countywide resources. An annotated list of example projects is provided in Appendix B.

However, from the council's inception, the major emphasis has been on "doing things" and "getting results." Its major activites have been organized around identifying and implementing resources and influences that can be applied to bring improvements as soon as possible. With this orientation, it has operated primarily in the special-project mode, concentrating particularly on demonstration projects that can be incorporated into the regular programs of existing youth-serving agencies and that can be replicated or adapted in other communities. In this regard, the council has been a catalyst for trying out new or alternative solutions to specific community problems. Two current projects illustrate these kinds of activities and the council's approach to implementation.

Mobile Computer Van. This locally funded project was initiated in 1981 as one approach to combat the low computer literacy in the schools. Although students were identified as the primary long-term "clients," the project was also intended to increase the interest and skills of educators in using computers in the schools. The project evolved from an earlier, separately conceived series of three computer awareness/literacy workshops for educators held in the fall of 1980. For most of the 300 participants, the workshop was their first concentrated and hands-on experience with microcomputers and their first exposure to the variety of educational applications. Although the council initiated and coordinated the meetings, the workshop activities were carried out by a combination of member and non-member representatives from both business and education. For example, numerous non-member computer vendors provided hardware and software for demonstrations and hands-on experiences, and a number of computer-using teachers participated to assist first-time users. Released time for some of these teachers was paid for by participating businesses.

As a result of the interest and needs expressed in the workshops, a council task force developed a proposal for submission to microcomputer manufacturers to set up a mobile computer van program. Although the plan was based on the model developed by the Lawrence Hall of Science at the University of California, the operational aspects of the proposal were deliberately open-ended to allow for and encourage wide participation and sponsorship. The project was initially capitalized at about $80,000. Most of the original funding was provided by the Atari microcomputer company which had just joined the council. The van with its 15 learning stations is provided and maintained by the county office of education; a fund for vehicle operations was provided by Chevron, a member of the state organization, and several local IEC members gave direct contributions and/or support. The first instructor was made available by San Jose Community College. The Computer-Using Educators group and local computer stores provided software and supplies. Schools served by the van pay $50-$60 an hour to offset operational costs.

After a six-week pilot test near the end of the 1980-81 school year, the project was fully implemented in the fall of 1981. During the first semester of operation, the computer van served 49 separate schools, 165 separate classes, and 4,950 students. For the spring semester 1982, it is scheduled to serve an additional 27 schools and 3,300 additional students. Also scheduled are faculty inservice programs at 34 schools and 25 other special presentations at educational workshops and conferences.

Career Passports. Santa Clara County is one of three national sites for the implementation of this demonstration project (Lexington, Kentucky and Worcester, Massachusetts are the other sites), originally funded by the U.S. Department of Labor through the statewide Industry-Education Council of California. The purpose of the project is to provide an easily implemented method of documenting employability skills for the 50 to 80 percent of high school students who have little or no previous employment experience. In Santa Clara County, the model has been designed to be incorporated into the regular school curriculum and into career education and counseling activities.

In the first phase of the project, begun in May 1980, a 35-member panel of employers was constituted to assess alternative approaches and to develop specifications for the content, format, and procedures of the passport. The basic idea was to construct a resume form for translating life experiences into employability traits and skills. Based on employer input, the project has devised a format that takes as little as 30 minutes for students to fill out and an additional 20-30 minutes to enter into the computer. Once in the computer, it can be printed out in five minutes or less and can be easily updated as a student's employability improves.

Once the passport was designed and the procedures tested, school district superintendents on the IEC were asked to recommend pilot sites from different districts, with different sizes, locations, and student populations. From the recommendations, four schools were selected on the basis of the principals' agreement to participate actively in the project and to provide released staff time for project orientation and periodic evaluation. By the end of December 1981, approximately 2,000 students had completed passports. Response to early stages of implementation from both employers and educators has been favorable. Potential employers increasingly see the Career Passport primarily as a springboard for job interviews, and within the pilot schools, counselors have found the passports useful as a starting point for advising students and assisting them in planning their career alternatives. In addition, students have found the passports to be valuable adjuncts to applications for college entrance and scholarships.

Through the network of the state IEC, the model developed by the Santa Clara council will be actively disseminated to other local councils and schools; the state council is actively pursuing potential funding for implementation at other sites. One recent result has been a $14,000 award by the Bank of America to the Santa Barbara IEC to initiate a Career Passport project at the Dos Pueblos High School.

Department of Labor funding for the original Santa Clara project ended in December 1981, short of the planned time to develop the passport. However, use of the Career Passports will continue in the four original schools. In addition, work has begun to develop alternative applications for use in other settings including adaptations for the eight juvenile court schools in Santa Clara County and for two delinquent placement projects conducted by the Santa Clara council. Funds to support this adaptation phase are expected to be successfully negotiated by mid-January 1982.

Comparisons and Implications

In a brief overview such as this, firm generalizations cannot be drawn about collaborative efforts. However, some comparisons with other educational arrangements can be made and some potential implications can be suggested. One important similarity between business-education collaboration and other educational arrangements is the general principle that successful collaboration must begin with a strong feeling of mutual ownership on the part of the participants. This point is repeatedly emphasized in the general literature and interviews reported in case studies (especially in McKibbin, 1981). No one organization or small group of organizations can dominate or be perceived to dominate the decisions, resources, or activities of the arrangement if it is to be successful. Neither can the commitment of a single individual or organization keep the collaboration going indefinitely if the group as a whole fails to establish or loses a sense of ownership.

The local IEC described here has carried the notion of organizational commitment farther than do most educational IOAs, by requiring executive-level representation. This form of demonstrating commitment seems an especially sound guideline when organizations from different sectors are working together. Particularly at the outset of the relationship, decisions and actions can be taken more quickly if differences of perspective and operational methods can be negotiated directly among the organizational leaders.

A corollary and contributing factor to commitment and ownership is "getting results." Whether the cooperative effort focuses on short-term projects or a sustained program of activities, members must be able to see and report evidence of accomplishment related to the purposes and goals of the joint venture. A second corollary factor is the importance of selecting tasks and activities that are appropriate to the needs, interests, and resources of the member organizations. Interest and commitment will dwindle rapidly if members believe that they give more than they get, even symbolically, or believe themselves to be unnecessary to the accomplishments of the group.

Another important similarity is the involvement of non-member individuals and organizations in some activities of the collaboration.

This kind of involvement can be especially useful in planning and designing projects and activities by way of broadening the perspectives and pool of ideas available to the member organizations.

Although it is more likely to be the case in collaboration among multiple organizational sectors, there also are instances in other educational arrangements (e.g., Teacher Centers) when the arrangement itself or some specific activity of the arrangement provides a neutral turf on which participants can set aside differences to address mutual concerns and problems. Whether or not creating such an environment is a central purpose of any arrangement, establishing this kind of context for cooperation can only be a positive contribution.

Finally, dissemination of the Career Passport project through the statewide IEC network demonstrates the usefulness of a network among organizations, projects, or interorganizational arrangements with similar goals and programs. Whether the network is itself a formal organization or interorganizational arrangement (as in this case) or an informal network among coordinators or directors of interorganizational arrangements, the extended contacts provide an additional vehicle for sharing useful results of individual projects or arrangements. Analogs among educational arrangements include formal networks such as the formal Teacher Corps Regional Networks and the quasi-formal California Staff Development Network.

APPENDIX A:

The Industry-Education Council of Santa Clara County:

Membership List 1981--1982

Listed below are the 34 member organizations and their representatives (and positions) as of December, 1981. Of the 34 members, 15 are businesses or business related and 19 are educational agencies (13 school districts, 1 elementary school, 4 community colleges, 1 county office of education). Also listed is one original member that has since been dissolved. The original organizational members are marked with an asterisk.

The board of directors includes the representatives of all current member organizations. The seven-member executive board is composed of three officers elected annually (the president, vice-president, and secretary/treasurer), the appointed chairpersons of three standing committees (planning, projects, and communications), and the past president. Member representatives holding these positions are indicated below. The executive director serves as an ex officio member of the executive board.

Executive Director

Ernie A. Hickson
100 Skyport Drive
San Jose, CA 95115
(408) 947-6662

Business and Business Related Members	Member Representatives and Positions
ATARI Sunnyvale, CA	Dennis Groth Executive Vice President
*Bank of America Morgan Hill, CA	Karl Hauser Vice President IEC Secretary/Treasurer
Fairchild Corporation Mountain View, CA	Richard Johanson Deputy General Manager, Personnel
Four Phase Systems Cupertino, CA	Bob Coon Manager, Employee Relations & Development

Business and Business Related Members	Members Representatives and Positions
General Electric Company San Jose, CA	Robert Bell Manager, Employee Communication & Relations IEC President
*Hewlett-Packard Palo Alto, CA	Bill Higgins Personnel Development
*I.B.M. San Jose, CA	Norm Kreiser Laboratory Personnel Manager
*INTEL Corporation Santa Clara, CA	Jay Elliot California Site Personnel Manager
*Lockheed Missles and Space Sunnyvale, CA	Jack Shoenhair Manager, Community Relations
Marriott's Great America Santa Clara, CA	Jeff Flynn Personnel Manager
National Semi-conductor Santa Clara, CA	Mark Bernardi Corporate Manager, Training and Development
*Pacific Gas and Electric San Jose Division San Jose, CA	Donald Peerson Division Marketing Manager
*Pacific Telephone Company San Jose, CA	Don Peters Director, Community Relations IEC Planning Committee Chair
*San Jose Chamber of Commerce San Jose, CA	Ray Sittig F.W. Woolworth, Manager
*Santa Clara County Labor Council San Jose, CA	Currently without an active representative

*National Alliance of Business (discontinued member)

Education Agency Members	Member Representatives and Positions
*Alum Rock Union School District San Jose, CA	Bill Jefferds Superintendent IEC Projects Committee Chair
*East Side Union High School District San Jose, CA	Frank Fiscalini Superintendent
Foothill-DeAnza Community College Los Altos, CA	Thomas Fryer, Jr. Chancellor
Franklin-McKinley School District San Jose, CA	Ralph McKay Superintendent
Fremont Union High School Distict Sunnyvale, CA	Jack Roper Superintendent
Gavilan Joint Community College Gilroy, CA	R.J. Malone Superintendent/President
Lakeside School Los Gatos, CA	Fred Knipe Principal
Los Gatos Joint Union High School District District Los Gatos, CA	Paul Collins Superintendent
*Mission College Santa Clara, CA	Candy Rose President IEC Communications Committee Chair
*Milpitas Unified School District Milpitas, CA	Pete Mesa Superintendent
Morgan Hill Unified School District Morgan Hill, CA	Robert Stannard Superintendent
*Mountain View-Los Altos Unified High School District Mountain View, CA	Paul Sakamoto Superintendent

Education Agency Members	Member Representatives and Positions
Oak Grove School District San Jose, CA	Robert Lindstrom Superintendent
San Jose Community College District San Jose, CA	Richard Goff Superintendent
*San Jose Unified School District San Jose, CA	Lillian Barna Superintendent
*Santa Clara County Office of Education San Jose, CA	Glenn Hoffmann Superintendent IEC Past President
Santa Clara Unifiid School District Santa Clara, CA	Rudy Gatti Superintendent
Union School District San Jose, CA	Arthur Doornbos Superintendent
Whisman School District Mountain View, CA	Duane Bay Superintendent

APPENDIX B:

Examples of Activities and Projects of the Industry-Education Council of Santa Clara County

Educator-Employer Exchange (Spring 1980)

This meeting of 100 chief executive officers of county business and educational agencies provided a high-level forum for identifying a "menu" of suggested IEC activities. Participants included representatives of both member and non-member organizations.

Computer Awareness Workshops for Educators (Fall 1980)

In three separate workshops, a total of 300 educators were provided with an opportunity for concentrated, hands-on experience with microcomputers and were introduced to the variety of educational applications. The IEC sponsored and coordinated the workshops which also included participation by computer vendors and teachers for presentations and demonstrations. The Mobile Computer Van Project evolved partially from this project.

Career Passport (1980-present)

Originally funded by the U.S. Department of Labor, the purpose of this project is to provide an easily implemented method of documenting employability skills of the 50 to 80 percent of high school students who have no previous employment experience. By December 1981, approximately 2,000 students had completed passports. The IEC intends to adapt the passport to other school settings (e.g., juvenile court schools) and to expand its use to other schools in the area, the state, and beyond.

Mobilizing Industry for Youth (1981-1982)

The Santa Clara County project is one of three California sites (Alameda and Sacramento Counties are the others) funded by the Federal Criminal Justice Program through the statewide IEC. The purpose of the project is to divert delinquency-prone youth away from the criminal justice system by assisting them to find and stay in jobs. Of the over 200 students the project has assisted in finding jobs in Santa Clara County, about 70 percent have remained in those jobs.

Mobile Computer Van Project (1981-present)

This locally funded project provides a mobile computer van with 15 learning stations, an instructor, and a driver who also assists the teacher during instruction. By the end of the spring 1982 semester, the project will have served approximately 8,250 students in 275 separate classes at 76 schools.

Youth Motivation Task Force (ongoing)

This program was initiated by the National Alliance of Business and was picked up by the Santa Clara IEC when the NAB dissolved in 1981. The task force recruits and coordinates scheduling for business volunteers to participate in classroom discussions about the kinds of jobs and careers held by the volunteers. About 85 volunteers participate each year.

Educator Visits to Industry (ongoing)

A second former NAB project continued by the Santa Clara IEC, this program provides opportunities for educators to learn more about the variety of businesses and industries in the county. Visits by approximately 100 selected educators to four businesses are arranged each year.

Summer Jobs for Youth (ongoing)

As the name suggests, this project coordinates job identification and youth placement in summer jobs. Since its inception (also as a NAB project), about 1,000 jobs have been made available each summer, and approximately 800 total job placements have been made.

IEC Task Force on Electronics Instructional Programs (ongoing)

The purpose of this 11-member task force is to identify ways to increase and improve courses of study in electronics in the county.

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The Corning-Elmira Approach to Business-Education-Labor Program Development

David B. Youst

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Since 1975, in the Corning-Elmira area of New York, a community-based approach has been evolving to address the general concerns of career education as well as the changing problems caused by economics and shifts in employment patterns. During this eight-year period, many major decision points were successfully negotiated by refocusing on goals, pragmatic solutions, and current resources. From this experience at balancing quality with survival, many general principles have been derived. This article discusses a few of them.

The Career Development Council, Inc. (CDC) was formed by business, labor, government, and education leaders in 1975. Today it has eight staff members supported locally by a core budget of about 110,000 provided by eight participating school districts (50 percent), and about 15 regional businesses (30 percent), and specific grants and service contracts (20 percent).

The three-county area spans about 100 miles along the Pennsylvania border and about 50 miles along the vertical dimension. The total population is just over 200,000 with the concentration occurring near the center of the region in the two small cities of Corning and Elmira. They are about eighteen miles apart in adjacent counties. While the counties form a "natural" work area, the kind of employment available differs between the two population centers as they, in turn, differ from the dominant agricultural orientation of the remaining areas. Corning Glass

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Works (9,000+ employees) and Ingersoll Rand (3,000+) dominate the Corning region's employment perspectives, while in the Elmira area only Thatcher Glass Mfg. has more than 1,000 employees (1,500+). There are many small/medium-sized manufacturing companies.

Career Development Council, Inc. is governed by a nineteen-member Board of Directors, seven of whom serve on its Executive Committee. The full Board reviews and approves all actions of the Executive Committee, but expects that the the week-to-week administrative decisions will be handled by their seven fully-involved members working closely with the Executive Director.

The Council (Board of Directors) formulates policies which guide organizational and staff activities; it also supports other career education programming in the area. Professional engineering week and an AAUW-sponsored college/career day are examples.

Two formal Business Education Committees serve the two major "metropolitan" areas by sponsoring specific career education projects that relate specific school systems more closely to nearby employers. Each Business Education Committee is represented on Career Development Council, Inc. and CDC staff regularly attend committee and subcommittee meetings, in effect, serving in a staff capacity for all as time permits.

Other informal networks of employers and educators are nurtured in regions too small to support a Business Education Committee, and special meetings and "career events" are periodically planned to recognize their interests. They are often called upon to serve as career resources for students and faculty.

In summary, serving this natural work community of about 200,000 are nineteen Council Board of Directors, more than forty-five members of formal Business Education Committees, over thirty informal community career education leaders, and an eight-person professional staff.

PRINCIPLES OF ORGANIZATION

Q - Should there be a community-based council of educators, employers, and other community leaders?

A - Yes. Our experience has shown that local collaboration is an absolute requirement for continuity. Various outside-funded activities, such as the Career Incentive Act, have a way of dominating and over-whelming local efforts and then fading away as outside priorities change. Opportunities for outside-sponsored projects must be created within a locally planned program.

Q - What should be the organizing rationale of a council or business education group?

A - Virtually all business people, educators, parents, Board of Education members, and students feel strongly (97 percent) that students should have more opportunities than they presently do to explore careers. These same groups feel just as strongly that such increased exploration requires the cooperation of regional employers as speakers and hosts of tours of careers. If there is a better mechanism to address these concerns in a particular community, it should be considered, but our experience indicates that existing coalitions have their own specific agendas.

Q - Who should serve on a council or business-education committee?

A - A work community should be analyzed to identify key individuals who control money and company cooperation. Excellent guidelines for including the major business-education-labor organizations are provided in the National Institute for Work and Learning's Industry-Labor-Collaboration project publication, An Action Guide for Collaborative Councils (Gold et al., 1981).

Q - What should their agenda be? Programs that serve youth directly or community policy development?

A - Both. A blend of community-wide programs, such as educator summer internships in industry and youth-focused programs, tailored to specific districts and school buildings, such as enriching a career guidance program with individual shadowings within walking distance, are important. Both provide for efficiency and promote change initiatives at the building level. Even in highly centralized districts, each building is its own learning system; often credibility within a district is heavily dependent upon building level successes.

Q - Should there be a paid staff?

A - Yes.

Q - What is a desirable staffing level?

A - Financial realities set the limits in most cases. Ideally, an effective career education team will have sufficient staff to have biweekly communication with teachers, administrators, and counselors in at least all secondary buildings within its region.

PRINCIPLES OF PROGRAM DEVELOPMENT

Q - Should some work of all staff include direct contact with students and educators?

A - Yes.

Q - How comprehensive should programs be?

A - Some concentration on career development curriculum enrichment is essential. Teachers will respond positively if community/career resources can be used to help them accomplish their instructional objectives more effectively. For a fuller discussion of this issue, see Youst

(1982). Career Development Council, Inc. programs have been divided into four categories: building networks in the business community; providing career information and resources; developing model projects; and serving school needs directly.

Q - How should program evaluation results be compared with program goals and objectives?

A - Thoroughly and consistently. Substantial staff efforts are required to properly evaluate, analyze, and communicate relevant information. Staff should be held accountable for this activity, and collaborative councils should regularly schedule "reflecting" sessions which result in their refocusing and recommitting to realistic goals and objectives.

Q - What place should quality assurance have in program planning?

A - A primary place. Business people are more accustomed than educators to making "no-go" decisions. Their advice should be heeded. It is frequently better to put a project on the back burner, rather than attempt it with inadequate resources and planning. The enduring reputation of a collaborative council's work will be established by how well it does what it sets out to do. Business people and educators alike have very strong feelings about students' and employees' approaches to work tasks. It is crucial for a professional career education staff to maintain the highest standards.

PRINCIPLES OF FINANCIAL SUPPORT

Q - How should a budget be developed to support regional career education activities?

A - 80-90 percent of available funds should generally be available for salaries and benefits. At least half of the salary dollars should be oriented toward providing direct services for students and teachers through building level initiatives.

Q - Who should provide the essential support?

A - The balance which has evolved in the Corning-Elmira region is 50 percent from school systems, 30 percent from businesses, industries, and unions, and 20 percent from grants and service contracts. Start-up strategies must be pragmatic, but long-term stability and commitment are dependent upon school and business support.

Q - Should budget control be independent of school, BOCES, or other public sector systems?

A - Formation of a not-for-profit community-based corporation seems to establish the independence of the career development activities. Career Development Council, Inc. maintains two budgets, one under its own recognition--the other as part of a BOCES system. School systems receive New York State aid on their BOCES shared services. Each year the Council makes its budget decisions based on the total budget; only administration is separated out according to organization.

Q - Should "mail order memberships" in relatively small amounts be attempted on a mass basis in the community?

A - Some community-based organizations raise a percentage of their income this way without undue effort. CDC, on several occasions, has rejected this shotgun approach in favor of more intensive and personalized requests. Councils are cautioned against using "commissioned" outside fundraisers because local people have very strong feelings about how their local dollars are being used on local programs.

Q - Should a council establish formal subcommittees to deal specifically with communication?

A - Yes. Career Development Councils often have disparate and diffuse goals. Business skills are often helpful in simplifying complex messages and in targeting them for specific populations. Successful councils seem to sponsor publications and ongoing television, radio, and press information which serve to increase name recognition for the council and which convey a sense of quality about council programs. Substantial percentages of all staff and council members' time should be devoted to communications initiatives.

EVOLUTION & ACCOMPLISHMENTS

The principles stated above are derived from our view of where we are now. In the early days we had no program accomplishments to help develop program guidelines. Likewise, when we approached employers, educators, and other community leaders in 1975, the discussions necessarily had to deal with needs and program possibilities. Today, under extremely difficult economic circumstances, we are able to talk to these same leaders about this year's accomplishments in cost/benefit terms. At a recent Board of Directors' meeting, a business executive used a funnel diagram to illustrate his point that the "marketing strategies" so successful several years ago, needed to be modified substantially to capitalize on our program (product) successes. He compared the early days of the project to the necessary research, development, and marketing feasibility studies which lead to a full-scale production decision. He felt that we had crossed the threshold without fully acknowledging it and without the operating controls necessary to guide our growth or retrenchment. If we were starting again, we might use many of the principles stated above for discussion of potential goals and guidelines.

HIGHLIGHTS OF A COMPREHENSIVE COUNCIL'S ACCOMPLISHMENTS

Quality is crucial, but it is also nice to have at least one project that meets the needs of each involved business leader. We've used the word comprehensive to help us remember that there are many ways to reach young people--to broaden their experience base with the workplace. Major programs provide direct contact, career information in printed and audiovisual form, curriculum and staff development, and the initiation of innovative projects.

1. *Direct Contact Programs*. During the past year career development services set up more than 18,000 hours of student contact experiences through classroom speakers and group worksite explorations. Approximately 450 individual shadowing experiences were arranged and evaluated fully.

2. *Career Information*. During each of the past two years the Career Development Council has published a 48-page *Career Planning Guide* with Private Industry Council support. This Guide was delivered to all 11th and 12th graders in the three-county region, all educators (K-16), all guidance offices, community agencies dealing with employability skills, and all libraries throughout the region. In addition, 40,000 copies were distributed to homes throughout the area as newspaper supplements. Finally, a weekend display was held at the major shopping mall where additional members of the general public could obtain copies. The Guide organized career information to dovetail with the predominant guidance information systems used in the area and provided names of specific nearby employers for over 120 jobs. Area colleges, technical schools, and BOCES programs were outlined in detail. The publication featured a three-color cover, lots of photographs, numerous quotes from prominant business and community leaders, and several innovative pages such as one on "Career Economics" written by the local president of a financial consulting firm.

   CDC also publishes periodic newsletters for counselors and teachers and manages an active public relations program which includes monthly initiatives with radio, press, and television in the area. During the past three years more than 30 video interviews have been produced of local employers at their places of work.

3. *Curriculum and Staff Development*. In addition to an extensive collection of A/V career kits for classroom use, CDC maintains a curriculum reference collection for all subjects, K-12. Other initiatives in career development curriculum enrichment follow the model mentioned previously of helping teachers do a better job of conveying the major concepts in their subjects by using work-related examples and resources (Youst, 1982). In addition, the current national concern for math/science/technical preparation of high school students has led CDC to propose the development of additional courses through collaboration of educators and businesspeople.

   Each year hundreds of area faculty visit business worksites under CDC sponsorship. Teachers aware of business needs and problems enrich their subjects with relevant examples. They also provide informed academic and vocational advice in informal settings. CDC also works closely with regional guidance counselors to support their work and to ease their continuing access to employers.

4. Innovative Projects. During the past year substantial staff time has been committed productively to the development of innovative programs. Some of the more promising ones are:

   a) Passport Plus. A program to help young people present themselves more effectively to employers in person and on paper. In tenth grade, students complete an extensive questionnaire covering all their past experiences which may have career relevance. Data processing support and the advice of regional employers and counselors help them select the most important experiences for inclusion in their resumes (passport). The inventory is updated in 11th and 12th grades and is used to help plan courses, career exploratory experiences, and part-time jobs.

   b) Employer-Parent Connections. 8th-grade parents meet at school in a counselor-led session which deals with how parents can open family and community doors for student exploration. Following this session, parents and their eighth graders use a workbook at home which provides some structure for discussions about interests, etc. A second session for parents and students together is held six to eight weeks later at an employment site where they experience tours-of-jobs. Individual workers are featured and visitors are encouraged to ask about their various patterns of skill development. Follow-up is provided by the counselor.

   c) Middle School "Lunch Enrichment" Programs. Every six weeks students "register" for teacher-sponsored "elective" programs. Career "assemblies" on registration day have featured "what's my line games" using employees in nontraditional jobs, employee panels on "how school subjects are used at work," etc. Career trips have included: a series on careers on Market Street (retail), a series on public utilities (including sewage), a series on manufacturing processes, a series on careers in government and regulatory agencies, a series on health-related careers, and so on. Teacher interest often determines what the next series will include, but student interest has always been greater than the number of openings.

Of course, many other programs and "principles" have evolved through eight years of work in the Corning-Elmira area. More information is available from the author at Career Development Council, Inc., 201 Cantigny St., Corning, N.Y. 14830.

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Developing Partnerships

BUILDING PARTNERSHIPS: THE ATLANTA EXPERIENCE

by Jacqueline P. Danzberger and Michael D. Usdan

What must we know and what must we do to make partnership programs successful? The authors use the history of the Atlanta Partnership as a guide.

THE ROAD FROM theory to practice is long, bumpy, and fraught with unknown perils. It is a journey that requires a great deal of stamina of the traveler. Building community partnerships to strengthen and improve elementary and secondary education – particularly in urban school systems – is a theoretically sound approach to school improvement. In the face of national demographic and economic realities, developing such partnerships may soon become a practical necessity. However, as with so many other sound approaches designed to change educational practice or outcomes during the past 20 years, community partnerships face the long and arduous journey from idea to implementation.

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The question before us all – educators, students, parents, businesspeople, politicians, and citizens at large – is whether we believe that the economic and social stakes are high enough in the 1980s and 1990s to move us to pool our resources and overcome our vested interests – institutional, political, personal, and generational. If we do not recognize our potential for mutual gain, in a few years partnerships will have become just one more interesting educational reform movement to be studied by the chroniclers of the social history of the 20th century. If partnerships are to avoid this fate, to avoid becoming another of the blind alleys that complicate the history of educational reform, we need to look at the record of those partnership programs that already exist. What must we do and what must we know in order to make future partnership programs successful? Here we tell the story of one city, Atlanta, which can help us answer these questions.

We approach our discussion of the Atlanta experience from the neutral vantage point of the Institute for Educational Leadership (IEL), which has historically played the role of catalyst in bringing together educational and political leaders to discuss issues of mutual concern. While the mission of the IEL has historically been to foster "partnerships" of understanding between these political and educational leaders, our mission for the Eighties is to help develop collaborative strategies among all those concerned with educational policy, including the business community, the parent/teacher organizations, the religious community, and higher education.

Among the IEL programs that bring the education community together with the business community and with other groups concerned with education are the Metropolitan Human Resource Development Program (slated for full program start-up in early 1984) and the Work/Education Fellowship Program, a staff development program to help school-based and other instructional staff members learn better how to prepare students for the transition from school to work. The former program is funded by the Danforth Foundation, the latter by the Ford Foundation. The metropolitan Atlanta area has been selected as one of several communities to take part in the human resources development program.

As background to launching this new project in Atlanta, we studied the ways in which partnerships have been built over the years in that city. Our analysis of the institutional dynamics of partnerships and of the collaborative school/community achievements in Atlanta can provide in-

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There was a deep commitment to the school system in Atlanta; the community was prepared to provide the help that the school system needed.

sight into the reasons that communities develop partnerships, the evolution of partnerships once they are established, and the return that partners can expect on their investments of time and money in partnerships. We must acknowledge at the outset that our analysis is impressionistic and certainly not comprehensive. It is founded on our reading of relevant materials and on information we obtained during several visits to Atlanta, as well as from interviews with some two dozen observers of and participants in the Atlanta partnership programs.

Partnership in Atlanta

The beginning of partnership between the school system and the Atlanta community dates back to the economic crisis that confronted the city in the mid-Seventies. The Atlanta business community made its first overtures to the school system in 1975.

During the late 1960s and early 1970s, Atlanta was a national model of the economic rebirth of the "New South." Some observers suggest, however, that business leaders failed to recognize that consolidating the fruits of rapid economic development depended to a large extent on the public schools. The national recession that followed the 1973 Arab oil embargo hit Atlanta particularly hard, and the city did not pull out of its economic tailspin in 1975, when the rest of the nation began to recover.

The image of the city had been tarnished. During these years, the Atlanta Chamber of Commerce lost 1,000 members, and the city crime rate was on the rise. The school system – at that time 97% black – was seen to be suffering a severe case of white flight, coupled with ever-falling achievement test scores.

It is not surprising that the city entered a period of self-questioning. Atlanta was ripe for new ideas and possessed three elements crucial to the establishment of collaborative approaches to meeting its educational needs: 1) a superintendent, Alonzo Crim, who was open to ideas from outside the school system and willing to reach out into the community himself, 2) a fine complex of colleges and universities, and 3) leadership in the local business community that had at last concluded that the quality of the public schools was a business issue.

Interviews with school board members, with members of the community, and with representatives of government and the business community led Crim to conclude that there was a deep commitment to the school system in Atlanta and that the community was prepared to provide the help that the school system needed.* In 1974-75 school district staff members conducted meetings throughout Atlanta to learn what the public thought of its schools and to establish a list of priorities for the school system. More than 10,000 citizens took part in these forums, and they indicated that the Atlanta school system should establish four priorities: 1) improve significantly the reading, writing, speaking, listening, and computational skills of students; 2) assist students in preparing for their futures (e.g., through job placement); 3) allocate the resources of the school system equitably; and 4) improve communication between school staff and the public, between school staff and students, and among school staff members themselves.

By August 1980 the superintendent had publicly stated the systemwide goal that every student would achieve the national norm in literacy skills by 1985 and that 20% of that gain would be realized during the 1980-81 school year. When Crim announced the district's commitment to this goal, he made clear that it was achievable only with community help. In other words, the commitment of the school system represented only half of the effort required; the support and cooperation of all community groups was essential to success. The necessity for partnerships in order to achieve educational goals was put before all sectors of the community.

In October 1980 Crim called together the executive officers of the various media organizations in Atlanta. At that time he went public with student and school system achievements and laid out plans for the years 1980 through 1985. The media have continued to play an important role in helping the school system inform and involve the public in the work of the schools.

At the same time that Crim was developing good relations with the local media, the school system began forming ties with higher education. The deans of the schools of education and school district staff members began to meet regularly. These discussions have led to staff development programs, a joint program for a regional summer school for gifted students, and joint resource development programs. In the higher education arena, the true philosophy of partnership can be seen; each party can make actual progress toward achieving its own objectives while simultaneously assisting the other.

Parent involvement in the Atlanta schools has grown steadily since 1975. Before the schools were desegregated, there were separate Parent/Teacher Association (PTA) councils for blacks and whites, and this separation continued into 1973 – despite the merger of the two groups at the state and national levels. As more and more whites moved to the suburbs, white leadership in the city PTA disappeared, while the black PTA council and the school PTAs continued to lose members. In 1976 all of this began to change, and by 1980 PTA membership in Atlanta was increasing by 2,000 annually and has continued to exceed goals. By 1981-82, PTA membership was more than 10,000; by 1982-83, it had jumped to 18,000. Although these membership statistics do not prove that PTA members are actively involved in the schools, serious efforts are under way in Atlanta to use the PTAs to develop parents' skills and to gain the support of inner-city parents, who have historically had to be more concerned with simple survival, leaving little time or energy for involvement in the schools.

Since 1980 the school system, in conjunction with the higher education community, has reached out to the local religious groups, including the Metropolitan Atlanta Christian Council, the National Conference of Christians and Jews, the Ecumenical Community Ministries, the Joint Urban Ministries, and individual congregations. The partnership that evolved has provided social services and has offered tutoring to children and adults who reside in Atlanta's many public housing projects. This partnership has developed functional literacy programs for parents, programs for latch-key children, and reading and math tutoring programs for students. In addition, many of Atlanta's religious congregations have taken part in the adopt-a-school program.

The partnership of the schools and the Atlanta business community was formalized in January 1981, through the establishment of the Atlanta Partnership of Business and Education, Inc. – a three-way partnership of the school system, higher education, and business. In addition to the positive effects of Crim's announced student achievement goals for June 1985, two reports played important roles in making this partnership possible. The report of the Atlanta City Council's

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*Alonzo A. Crim, *Educating Our Citizens: The Search for Excellence: A Community of Believers* (Washington, D.C.: Center for National Policy, 1983).

Economic Development Task Force and the report of Research Atlanta, *The 80s, Decade of Decision*, both linked a high-quality public education system to the economic development of the city and so made education a major public policy issue in Atlanta.

Partnership activities with the PTAs and with the religious community have recently been brought under the umbrella of the Atlanta Partnership. The four priorities that the public identified for the schools were also adopted by the Partnership and all of its members.

Although the Partnership is still relatively new, there is a broad consensus in Atlanta that the Partnership has been good for the city. Indeed, the Atlanta Partnership can be a prototype for programs to be developed in other cities throughout the U.S. The Partnership has recently moved its headquarters to the campus of Georgia State University, in order to secure its independence from the school system as well as from major corporate sponsors.

Strengths of the Partnership

The leadership of Alonzo Crim has certainly been an important factor in the success of the Atlanta Partnership. He has been superintendent for more than a decade, and, during that time, he has developed credibility with diverse segments of the community. He has an open management style and believes that the community should be privy to information about the school system and should take an active part in efforts to improve it. His open philosophy has permeated the system from top to bottom, and the partnerships that have developed during his tenure have been based on mutual trust. He has willingly exposed both the strengths and weaknesses of the school system to public scrutiny and has endorsed school-based planning and local options.

This open-door philosophy has built credibility for the school leaders in Atlanta. Religious, business, and community leaders all can see clearly their collective stake in effective schools, and they share the sense that mere "fixing up" of the current system will not be enough to solve the problems. This candor about school problems and the lack of defensiveness on the part of the school district staff members have put Atlanta in an enviable position to capitalize on the current public interest in improving the quality of education.

This direct approach has been particularly appealing to the leadership of Atlanta's business community. Atlanta businesspeople were asked to project the standards they deemed necessary for high school graduates to meet in order to be employable. The school system then committed itself to meeting these standards, despite poverty, race, or other confounding variables. The business community heartily endorsed this no-nonsense approach. Atlanta businesspeople perceived the schools to be asking for specific advice and active participation, rather than pleading for still more dollars merely to maintain the status quo. The Atlanta schools were asking for human resources, shared services, and political support. People were being asked to help other people at a time when economic constraints made increased public financial support unlikely.

> ***Partnership projects with the PTAs and with the religious community have been brought under the umbrella of the Atlanta Partnership.***

This strategy seems to have succeeded. Moreover, the specific help that the private sector was asked to provide took the form of concrete participation rather than drawn-out discussions that rarely become more than rhetoric. Both the magnet school programs and the adopt-a-school program were particularly attractive to the business community, because they were specific, concrete projects with measurable outcomes. When a business commits its employees to a project – whether as tutors, staff developers, or technical advisors – it generally wants more than a vague idea of what outcomes are expected. In addition, these two programs also permit businesses to concentrate their efforts in areas in which they have specific expertise.

The higher education community in Atlanta has also played an important role in the success of the Partnership. The superintendent and the deans of the schools of education in the Atlanta area meet regularly for breakfast sessions to discuss mutual concerns. In addition to helping the schools identify problems, generate research activities, and gather objective information, the connection with higher education has provided a mechanism through which to communicate with the business community. Higher education has had more experience working with the business community than the public schools have had, and higher education administrators have proved extremely helpful in translating the educational goals and needs of the school system into forms that can be understood by the business community.

Weaknesses of the Partnership

Despite remarkable progress and a well-deserved reputation as a national prototype, the Atlanta Partnership is not flawless. Many of these problems – freely acknowledged by the leaders of the Partnership – are endemic to any complex collaborative venture.

For example, it is generally agreed that one of the major challenges now facing the Atlanta Partnership is how to institu-

Partnerships are likely to be more successful when the arrangements allow the business volunteers to meet some of their own goals.

tionalize it and insure that it lasts beyond the involvement of specific individuals and institutions. (One of the reasons for the recent move to the Georgia State University campus was to help the Partnership evolve an identity separate from that of its major supporters.) What would happen, for instance, if the leadership of the school district or of the chief sponsoring organizations should suddenly change? No one knows for certain, but there is some concern that more systematic staff development is necessary to sustain the collaborative philosophy of Alonzo Crim.

Critics of the Partnership also contend that teachers, parents, and others involved in the Partnership at the grassroots level are not active enough in the Partnership. Moreover, a general criticism of the Partnership is that it has not made sufficient use of its potential as a mechanism for staff development. Indeed, the Partnership activities can be a vehicle that connects classroom teachers to the larger world in unique and exciting ways. There is clearly room for improvement in this area.

Other critics have cited the failure of the public relations program of the Partnership to reach all segments of the community, particularly the low-income black community. This group constitutes the majority of the school population, but knowledge of the Partnership programs has not penetrated as far as it might into this population.

Several of the participants in the Partnership whom we interviewed suggested that some things might have been done differently as the Partnership took shape. For example, it would have been useful for the businesses that were going to become involved directly with individual schools (e.g., through the adopt-a-school program) to have had more information about the schools with which they would be working. The higher education community could have been brought into the planning of the Partnership earlier than it was, and the 18 other school districts in the metropolitan Atlanta area could have been informed about the partnership activities sooner than they were – partly to solicit suggestions from them but also because some of these districts might have been working toward partnership agreements with the same businesses that the Partnership was planning to involve in the Atlanta schools.

Other concerns expressed by those we interviewed look toward the future rather than the past. There is always a general feeling of uneasiness when businesses become more involved in the schools. Some fear that the private sector will "take over" the schools and define the curriculum too narrowly in its zeal to meet future labor needs. Others suggest that a certain degree of faddishness has contributed to the success of the Partnership; this issue must be addressed if the Partnership is to have a solid base for future growth.

Lessons for Other Communities

The success of the Atlanta Partnership (and even the problems it has encountered) can help other communities in their efforts to set up similar partnership arrangements. No specific component of the Atlanta program can be transferred directly to another community, because each community is unique. But it should prove useful to look at some of the characteristics of Atlanta that helped determine the shape of the Atlanta Partnership.

Foremost among the special features of Atlanta is the solidity of its biracial life. The middle- and upper-class black community in Atlanta is a source of great stability to the community. This population is well-established and provides a reliable source of strength. In addition, the Atlanta University complex, which attracts black college students from across the U.S., is a vital element in the stability of the city's biracial life. There is a core of successful and highly educated black citizens in Atlanta, on whose services the Partnership can draw.

Both black and white civic leaders, through mechanisms such as the Action Forum, can head off potential problems in the community before they get out of hand. Atlanta community leaders are thus accustomed to settling problems civilly, in face-to-face meetings.

This strong sense of community in Atlanta is buttressed by a long and powerful tradition of volunteerism. Some observers have described Atlanta as "a city of joiners," or, in the words of former Mayor Ivan Allen, a city "too busy to hate." Yet patterns of segregated housing and segregated school enrollment persist. Though progress has been made, there is still some way to go.

Given a relatively stable community, what lessons from the Atlanta experience are most important for other communities that are contemplating partnership programs? Certainly the superintendent must be committed to the idea. Although it may not be necessary that the superintendent strive to duplicate Crim's leadership style, he or she must be strongly behind the partnership program from the outset.

The support of the business community is also essential. But in Atlanta that support was not fully assured until the essential role of the schools in the economic health of the city was demonstrated by the reports cited above. Once this connection has been made, planners of partnership programs need to proceed slowly and deliberately. For example, eight months of planning and background work went into the luncheon at which political, educational, and business leaders were first introduced to the idea of the Atlanta Partnership. The planners of the Atlanta program emphasize that there is usually only one chance to capture the interest of such influential (and always busy) people. Take time and plan well to make the most of that chance.

Partnerships with the private sector are also likely to be more successful when the arrangements allow the business volunteers to meet some of their own goals, as well as serving the needs of the school system. Through involvement in the schools, businesses can have a more direct effect on the kind of workforce that they will be able to draw on in years to come. Once the business community is persuaded of its stake in the schooling of the workforce, other partnership activities, such as college scholarship programs and job training programs, become easier for the school district to set up.

There was no single master plan or grand scheme for the Atlanta Partnership. It developed gradually, as individual collaborative efforts began to bear fruit and as the diverse constituencies of the school system began to realize that they had a collective stake in its success. The key ingredients were mutual trust and the prevailing sense of common interests.

One of the founders of the Atlanta Partnership has said that a marketing survey or a series of interviews about where participants stand on various issues – if it were done early enough – would help any partnership take hold. And this is one of the most valuable lessons for other communities to learn from the Atlanta experience. Keep the lines of communication open, and don't hesitate to assess the strengths and weaknesses of your program at every stage of its development. Areas of common concern, similar objectives, and unspoken understanding of collective stakes exist in all sectors, along with enormous amounts of untapped and unfocused energy. Don't be afraid to test where people are in early stages, assess strengths, and confront problems. Begin to build from where you are. ☐

It's up to *you* to steer those school/business partnerships

By Dale Mann

BUSINESS/SCHOOL partnerships aren't all they're cracked up to be—and unless boards and superintendents take strong and immediate steps to change that, schools stand to lose a potentially powerful ally.

I make this statement on the basis of results of a study conducted over the past year here at Columbia University Teachers College. We examined public school/private sector interaction in 23 U.S. cities (see box on page 22 for a list of the cities included in the study), and we came to the following conclusion: School/business partnerships are at a turning point. Whether they grow into strong, mature coalitions or wither on the vine depends almost entirely on you and your actions during the next few years.

Without your guidance, that dandy partnership you've been touting could go straight in a ditch

Consider: Thanks to the initiative of many superintendents, a new crop of partnerships with business has sprouted (see articles on pages 22 and 23 for examples). But these tender shoots are vulnerable. Business, after all, has no compelling need to support schools, except by paying taxes. If a manufacturer is unsatisfied with job applicants, the least certain—and most cumbersome—solution to the problem is to try to upgrade the entire labor pool by supporting public schools. Businesses know how to use more reliable methods: they can move production plants or offices to locations where better workers already are available; downgrade the skills required in a job; get out of hard-to-maintain, labor-intensive businesses; buy training from someone else, such as a community college or training institute; or do their own training of employes.

Given these hard business realities, it's somewhat paradoxical that the business community has come to expect far more of these new school/business partnerships than it ought to, especially in view of its limited dollar investment (more about that in a moment). Even so, unless public schools yield a bumper crop of successes from the current round of partnerships with businesses, schools are likely to lose the chance for further cooperative ventures.

And that would be a shame: Even without considering the long-term impact school/business cooperation might have, these partnerships clearly are important to schools right now. Most schools, after all, are scrambling to replace lost money. The proportion of local school costs borne by the federal government —after

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holding steady at 7 or 8 percent for the average school system for some years—is expected to wind up at 3.21 percent in 1984, according to the Educational Research Service. Local community support, likewise, has dropped in recent years: The U.S. Census Bureau reports some 27 million U.S. households have no children (and therefore, no direct interest in the public schools). Indeed, demographics are against the schools these days. An example: The numerical preponderance of teenagers compared to old people, according to census figures, now has been reversed.

Like companies that once made slide rules, schools now must retool—develop new resources, new allies, new constituents for their educational services. And the business community, without a doubt, is one of these critical new allies. It's reassuring to see businesses and school systems eager to work cooperatively. Less encouraging, however, is to see how little schools are doing to nurture *long-term* relationships with the business community. Here are the details, according to our study.

The profits of partnerships

To understand the importance of school/business partnerships, you need some background. Schools can gain at least two things from working with business and industry—money now and political allies later. Indeed, the latter is the more important, especially in light of how little hard cash business so far has put up.

By working with business and industry, schools can gain money now—and political support later

What *is* the dollar value of the grants, goods, and services provided public schools by the private sector? No one knows—not even the superintendents of participating school systems. According to Michael Timpane, president of Teachers College, Columbia University, all corporate giving to all elementary and secondary education amounts to between an estimated $30 million and $50 million annually. My own estimates, based on what we found in our study, are lower: between $13 million and $22 million. Either way, the figures are less than one-half of 1 percent of all elementary and secondary school expenditures—or about as much as the average big-city school system now receives from county or intermediate sources. Put another way, the current flurry of business support is more than schools spend yearly for furniture and equipment, but much less than they receive from various ticket sales and other miscellaneous receipts.

Of course, not all school systems are successful in garnering business support. But for those that are successful, even small infusions of funds are nothing to discount: One-half of 1 percent covers a healthy fraction of the loss from federal sources.

Nevertheless, no industry would expect to retool with so little capital. No, the potential for *real* improvement in the public schools lies in business support in the larger political arena. After all, how much money goes to schools—as opposed to other municipal agencies—is decided in the legislative and executive chambers of government. School/business partnerships can be considered grown up when they result in a school chief approaching a state legislature with some powerful allies—say, three chief executive officers, a bank president, a Chamber of Commerce executive, and the chairman of the downtown civic association.

Approximately half the school systems we studied actually have arrived at this enviable point. Whether they can sustain this level of support—and whether other school systems can develop these mature coalitions—depends on the quality of the relationships now developing. Of course, the effectiveness of business-supported activities in schools varies widely. Looking across the group we studied, I see the following reasons for concern:

- Few school/business projects deal with classroom teaching or attempt to determine whether schools successfully educate children. Like most minigrants and teacher-of-the-year awards, many school/business projects accomplish little more than to garner some community notoriety.
- Most business activities in schools are brief and episodic; they seldom run long enough to make a long-term difference. One lesson from the heyday of federal involvement in local schools is that projects come and projects go. Schools endure—and helping them requires persistence.
- Business often targets its efforts at specific schools—and although that approach is useful in some ways, it also isolates and diffuses any systemwide possibilities. In some cases, the best schools have gotten better, while the sources of everyone's discontent remain untouched and unchanged.
- Similarly, school and business leaders often draw the purposes of an individual project narrowly. That approach fosters accountability—but it can trivialize the results. (Example: Corporation Y's donation of company time and expertise to train ten elementary school teachers to use computers is a success: The ten teachers now are computer literate. But what effect does this have on the larger scene?)
- Finally, the size of many projects is modest—indeed, exceedingly modest. School leaders risk serious disappointment if their partnerships with business continue to involve low levels of investment and limited objectives.

The point is this: For current school/business experiences to mature into long-term political support, the experiences must be both successful and important. But virtually every school/business partnership we studied is project-based, special purpose, tacked on, and usually at the periphery of what schools are for. This is a short leash for schools—and a wobbly base for long-term partnership.

What schools can do

Your school board and administrators are fighting a pernicious myth about school/business interaction. An example from one recent newspaper headline: "Business Methods To Save The Public Schools." Graceless and misleading as it might be, this headline reflects what many people believe: that business leaders are swooping into schools to rescue hapless school administrators and floundering education systems.

You can take steps to counter that myth—and to build a firm foundation for partnerships with business in your school system. Here are a few tips, garnered from our study:

1. *Establish structures to encourage partnerships.* Contrary to the myth, the initiative for partnerships is more likely to come from superintendents than from corporate executives. Regardless of a partnership's origin, however, most of those we looked at are limited in a significant way: School leaders generally have not set up structures to promote and maintain the partnerships. Only three cities, we found, enjoy long-established, multipurpose efforts to foster exchanges with business. Three-fourths of the school systems operate loose, unsystematic activities—typically, a business-industry council and some circumstantial, often symbolic relations between a few specialized high schools and trade associations. Five cities reported no efforts at all to nurture relations with business.

In our study of school/business partnerships—funded with a grant from the Exxon Education Foundation—we examined school systems in the following cities: Atlanta; Baltimore; Boston; Cincinnati; Cleveland; Dallas; Denver; Detroit; Hartford, Conn.; Jackson, Miss.; Los Angeles; Memphis; Miami; Milwaukee; Newark, N.J.; New Orleans; New York; Philadelphia; Phoenix; Pittsburgh; San Diego; Seattle; and Washington, D.C.

In each system, we interviewed the superintendent as well as at least one school board member, one teacher union leader, and one curriculum specialist.—D.M.

2. *Understand the full value of your partnerships.* We found that schools are interested in publicizing their school/business partnerships: Every fourth school system had produced a brochure, pamphlet, or even a paperback book to describe its partnership. But many of the partnerships, in spite of their public relations usefulness, appeared to be of rather superficial value. Consider the following revealing finding: We asked all the superintendents to estimate "the total dollar value of all private sector help to your district last year (except for taxes)." Three out of four would not even guess at a figure.

Now, superintendents generally are prudent about money, and some of their reluctance to name a figure might come from the difficulty of estimating in-kind contributions. On the other hand, nearly every superintendent can recite current state aid figures, by category, to the last penny. In reality, we think, superintendents don't know how much money comes from business and industry be-

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These school systems took different roads to strong partnerships

Your board can respond to the wish of the business community to make a difference in your schools—but to do so requires organizing school/business partnerships for the long term and moving their focus closer to those aspects of schooling that make a substantial difference for children. Here are some examples of school systems that are doing just that:

- *The Boston Compact.* Boston's public schools pioneered the idea of a "compact" that binds the public schools and their private sector partners to a schedule of specific obligations. Example: If the Boston schools upgrade the capabilities and skills of a specific number of high school graduates, then the private sector partners agree to make available a specific number of new jobs for high school graduates.

The business community, in short, sees specific successes for its investment in the schools. That's part of the reason that the Bank of Boston recently made the largest gift of its kind ever to a public school system—a $1.5 million endowment, the income from which permanently will support school improvement in Boston.

- *IMPACT II in New York and Houston.* Small grants to teachers is not a new idea—but IMPACT II, funded by the Exxon Education Foundation, does it with a critical difference in Houston and New York: It adds teacher-to-teacher "networking." Teachers who have proven ideas for better classroom teaching are put in touch with other teachers who want to adapt those ideas—and the two keep in touch, often long after the grant period ends. The two-way benefits: Teachers gain credible models to follow (other teachers), and businesses see the effects of a merit-based activity that the school systems alone could not provide. According to teachers, the program makes a difference: In the two cities, 300 grant recipients have worked with 13,000 others, and 75 percent report classroom improvements. School systems in North Carolina, Massachusetts, and California now are forming similar networks.

- *School foundations.* The national Public Education Fund is bringing the idea of school foundations to at least 40 school systems across the U.S. [see *Foundations can add polish to your image and cash to the coffer* . . ., October 1983]. Building on the pioneering success of the San Francisco Education Fund, each new local foundation convenes broad new coalitions to support educational improvement. As independent, nonprofit organizations, the foundations have worked in staff development in mathematics and science, in student counseling, and in school/community relations. Foundation projects currently are working in several California cities—Los Angeles, San Jose, and Oakland—as well as in Tucson, Ariz.; Washington, D.C.; Wilmington, N.J.; and Paterson, N.J.—D.M.

cause the direct dollars simply are very few. The benefit of partnerships, one concludes, must lie elsewhere.

3. *Learn the hard realities of fund-raising for your schools.* One benefit of school/business partnerships is that school leaders are learning about the cutthroat world of fund-raising. It's a cold shock, for example, for your school system to have to get in line with some 600,000 established nonprofit organizations for a share of the corporate giveaways.

Another unpleasant fact: *Giving USA* reports that 95 cents of every dollar donated to education goes to *higher* education. And as university development people will tell you, getting that money *takes* money—and plenty of organized, hard work. Universities spend between 5 cents and 15 cents to raise a dollar. Direct mail campaigns, special events, and charity balls can eat up half the proceeds they bring in. By contrast, we found much of what success public schools do have in raising funds seems serendipitous—a superintendent, for example, strikes up an acquaintance with a chief executive of a corporation because they happen to be seated next to each other at a civic luncheon.

Consider the steps you can take to encourage financial contributions: We found, for example, only one school system out of the 23 had set up a system for canvassing prospective donors (three-fourths, by comparison, had Adopt-A-School projects). Of course, school leaders split on the probity of overtly asking for money: Some of the superintendents we surveyed scorned the "tin cup" approach, maintaining that per-

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With the superintendent in the driver's seat, the board can map the route

Taking the initiative to build school/business partnerships—and persisting at it—is key to success. But *who* should be responsible for doing this—the superintendent or your board?

In a Columbia Teachers College/Exxon Education Foundation study of school/business partnerships (see accompanying story beginning on page 20), we found superintendents usually take the lead. Two-thirds of the superintendents we surveyed report receiving no help at all from their boards in building relations with the business community. As for the one-third who say their boards are helpful, the assistance sometimes comes from only a single board member.

The response of board members surveyed sheds some light on why boards might be reluctant to encourage relations with the business community: One-fourth of board members surveyed say they are concerned that increased involvement by the business community could lead to corporate encroachment on board policy-making. Superintendents, for their part, report forging links to the business community "in spite of the board" or "despite [board members'] politicking." Several superintendents complain that many board members see their obligations as beginning and ending in criticism—a problem aggravated, the superintendents say, by the prevalence of single-issue board members.

The most common laments of superintendents: Board service no longer attracts people of "C.E.O. [Chief Executive Officer] stature," and current board members are not highly credible ambassadors to corporate suites. Superintendents tend to see themselves exclusively in that role, leaving out teacher union leaders, school business officials, and curriculum specialists as well as board members.

If board members in the 23 cities we studied don't wield much power in the corporate suite, it is because the massive demographic changes of recent decades have left urban schools with constituencies of minorities and the poor. Board members representing these communities are far less likely to be white and well-to-do—or to carry the political clout of those who are. Such shifts in board makeup, of course, mirror the community's constituency and help ensure the schools will be responsive to children who previously were underserved. But they also have unplugged city school systems from much of the power and resources they need and which children deserve so they can succeed.

Regardless of whether your board has members who can lunch with a mogul and come away with a corporate commitment to support your schools, you can do a better job of using the business help that is available to your schools. A few suggestions:

- Without becoming discouraged by the small amounts of money business so far has donated, don't hesitate to ask businesses to match their rhetoric and their interest with dollars. At the same time, remember, business people are justified in wanting to know what difference their support makes. Your board must be prepared to give them specific feedback.
- Although some school systems operate an administrative office dedicated solely to private sector partnerships, carefully consider whether your community has enough concentrated corporate or business wealth to justify starting such an office. It might make more sense to set up regional collaboratives with other school systems to reach out to the business community.
- Most business is small business—and thousands of small firms dot every community. To reach them, involve as many people as possible. Train principals to work with firms in the neighborhoods of their schools. And make sure everyone on your board takes a hand in these efforts.

If you are interested in further information about school/business partnerships, IMPACT II and the Public Education Fund (see article on page 22) invite teams of board members, superintendents, business leaders, and local foundation officials to an institute: "Building Public/Private Collaboratives," December 6-7, in San Francisco. The institute will provide key ingredients for establishing school/business partnerships that support and energize teachers. Contact: Institute Registrar, Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, Va. 22314.—D.M.

sonal involvement would somehow grow into fiscal alliances. Others argued, "If you don't ask, you don't get." This latter group revealed "wish lists" of specific projects with realistic budgets, curriculum goals, and tasks that needed help. Establishing such wish lists can help you organize your approach to partnerships and can preempt any inappropriate offers from industry (for example, back-door marketing that offers to put free sample products before students).

Consider, too, creating a special office for business involvement. Several school systems we studied have done so. Whether to follow their lead depends on what your system can gain from your local economy—and that, we learned, varies greatly. If you're looking for local partnerships, estimate what you're up against: Half the net income from "Fortune 500" companies with headquarters in the 23 cities we studied is concentrated in just one place—New York City. And seven additional cities in the Boston-Washington corridor serve as headquarters for half the corporations and two-thirds of the foundations located in all 23 cities.

Now, you might think if your school system sticks to small-ticket projects, you might have an advantage in obtaining funding. Not so. Professional fund-raisers will tell you it's as much trouble to land a $15,000 gift as a $150,000 one. They'll also tell you that 90 percent of all voluntary contributions come from just 10 percent of the donors. You're likely to find it's wise to work with the biggest companies. And if you decide to cultivate any of the thousands of small businesses, your board and administrators will have to dig in and become far more involved in the process than what our study suggests you currently are.

In short, public/private partnerships can make a difference—but for that to happen, you must sustain them over the long haul, and you must accommodate many participants. If you channel current and future projects according to proven successes, you can multiply the results—and the effects will go far beyond the dollar sums business currently is investing. Together, your schools and the business community can do things that the public schools cannot do alone.

For a copy of our study's technical report, write me at Teachers College, Columbia University, New York 10027. ☐

BECOMING PARTNERS:
HOW SCHOOLS AND COMPANIES MEET MUTUAL NEEDS

by
Richard A. Lacey
Fall 1983

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EXECUTIVE SUMMARY

Diverse leaders in business, industry, public schools and school systems, and various non-profit organizations are expressing interest in creating, replicating and improving the quality of public-private "partnerships." The National Commission on Excellence in Education, the Twentieth Century Fund and the Task Force on Education for Economic Growth (a project of the Education Commission of the States) and High School, by Ernest Boyer for the Carnegie Foundation for the Advancement of Teaching--all recommend business-school partnerships as a strategic component of comprehensive long-range school improvement efforts. A few school-business partnership models have thrived for several years, but signs have recently appeared to indicate that more than a handful of companies that have been linked with public schools for a few years are disillusioned with what one observer calls "dry rot" -- problems that seem intractable because of institutional resistance to change. Corporate and public sector decision makers who are considering the serious step of becoming partners should understand the critical elements for creating and sustaining cooperative relationships.

My thesis is that the sustained vitality of a partnership reflects the quality of trust developed at all levels of the collaborating organizations. Business people have the reputation of having little patience with process. Yet the key to successful partnerships is development of strong mutual commitments to long-term collaboration. Such "product" goals as improved achievement in basic academic skills or increased employability of youth depend on a relationship of trust to resolve difficult long-term problems.

Successful partnerships are characterized by three complementary themes:

(1) Personal Involvement: Ongoing visible and personal commitment from top level corporate executives can determine how well a partnership matures. The quality of personal working relationships at all levels of schools and companies determines how well the partnership achieves its goals over time.

(2) Networking: In a climate of effective communication, commitments to partnerships develop rather than level off or decline over time. At the level of the individual school building, teachers, school administrators, and company employees learn each other's languages and ways. When several schools and companies form partnerships, exchanges of ideas and bartering of resources become possible. When collaboration occurs throughout a metropolitan area, informal as well as official exchanges of views among corporate executives and public sector leaders suggest possibilities for strategic approaches to problems such as youth unemployment and improvement of public confidence in and support of local schools.

(3) Systematic management of program planning and start-up: Methods required to stimulate and maintain active involvement of company volunteers and seasoned school personnel in joint projects require a framework for sound management.

Good Partnerships Get People Involved

Several models of partnerships have emerged -- most of them small and scattered around the country. The manageable size of most of these programs is one of the keys to their success.

Another key reflects a characteristic of successful school improvement efforts identified in research literature -- that is, the *programs are designed, managed and modified at the local level,* by people close to the individual schools -- often directly by school staff in cooperation with designated counterparts in companies. Large-scale replications are rare, and those that are attempted, such as Adopt-A-School, must be adapted to local circumstances.

Projects that expand prematurely can become stretched thin and vulnerable. When management is incoherent and overextended, poor communication erodes enthusiasm and ability to retain volunteers through follow-up, personal recognition and refinement of program elements. As top managers lose interest, the program expires.

A major and justified concern among large district program managers is that pressure for evidence that partnerships exist system-wide combined with inadequate managerial resources will lead to mediocrity of programs, decline in interest and support, and the ultimate verdict that partnerships were the fad of the early eighties.

Characteristics of early stages of education partnerships that successfully address mutual needs and resources are:

(1) *Active and visible support of top leaders on both sides of the school-business equation;*

(2) *Managers who are able to communicate equally well in the two contrasting "cultures" of private business and public schools --* cultures with different languages, traditions, values and ways of working.

(3) Emphasis upon contributions of human resources rather than financial and material resources.

Companies that merely contribute money lose interest, yet when partnerships concentrate on building strong personal relationships, the enthusiasm generated within companies often leads to major contributions of material resources.

A corporate budget is necessary to support various activities and in-kind contributions, especially the time of a corporate program coordinator, which can easily amount to 7-10 percent of a full-time job in a small program involving a handful of employee or retiree tutors. As enthusiasm mounts, so can in-kind costs -- especially if managers (to provide role models for minority youngsters, for example) are released. Provision for expansion should be planned.

School-business partnerships formed to improve the employability of non-college-bound, minority and disadvantaged youth are best created through activities that foster informal communication throughout the network of people who can move and shake the employment system.

Program Features in Five Cities

In July, 1983 I conducted an in-depth case study of interviews and seminars involving major business and school leaders in Memphis, Tennessee. I had judged the Memphis Adopt-A-School program to be the most energetic and illuminating program among 55 tested school-business partnership efforts that I reviewed in 1982 with Henrietta Schilit (editor-publisher of You & Youth newsletter). The program emphasizes personal involvement of company employees in neighboring schools with the expressed purpose of improving public perception and support of the schools. Leaders in business, local government and the schools tend to agree that the Adopt-A-School program was in large part responsible for the recent overwhelming approval of a sales tax increase, 50 percent of whose revenues will support the schools, and for a marked increase in the number of white and middle class students returning to the public schools.

I compared and contrasted information from interviews and materials in Memphis with related information in *Chicago*, *New York City*, *Salt Lake City*, and *Boston* about the early stages of program development. School-business partnerships in these four cities in relation to Memphis are sufficiently varied in scale, purpose, type, quality and maturity to present a broad cross section of urban school-business partnerships. However, I also drew upon salient examples of critical elements and themes of early program development in other cities.

Prominent features of programs in each of these cities are:

1. *Chicago:* There is a long history of business involvement in the public schools, especially through Chicago United, a non-profit organization that links schools and business, and the Executive Service Corps, a group of private sector volunteers. Upon becoming General Superintendent of Schools, Dr. Ruth Love cited the development of school-business partnerships as a priority of her administration. The theme of the Chicago program is mastery of basic academic skills. Dr. Love's promotion of Adopt-A-School throughout the business community has extended her successes in developing the original model when she was Superintendent in Oakland, CA. Despite evidence of problems of rapid

expansion, limited staffing and mixed informal views of the quality of programs, a recent evaluation by Chicago United was positive. One reason for the perceived success of the Chicago program is that well established school-business partnerships have agreed to call themselves "adoptions."

2. New York City: The business community has collaborated with the New York City Public Schools since 1915. Last year, co-op students earned over $25 million in part-time jobs with over 3,000 employers. A variety of nationally significant school-business partnership models have emerged in recent years: notably, the Partners for the Advancement of Electronics program at George Westinghouse Vocational-Technical High School, the Murry Bergtraum High School for Business Careers, and a three-year work-study curriculum model developed by Citibank. The most recent development, called "Join-A-School," began as an inspiration at the tail end of Chancellor Frank Macchiarola's administration and underwent rapid changes in focus and design before Mr. Macchiarola became president of the New York City Partnership, an organization of major corporate and civic leaders. The program is undergoing further changes during the transition of chief school administrators and will evidently focus like Chicago on improvement of basic academic skills.

3. Salt Lake City: The Adopt-A-School program reflects a strong tradition of community voluntarism in support of the schools. Although the city is unique, its schools display characteristic problems of urban school systems. The contributions to the schools on the part of corporate volunteers and the excellent system of management and of district level coordination offer important lessons for program planners

and managers.

4. Boston: The Boston Compact is an outstanding instance of how an extremely promising collaborative model can emerge despite unpromising conditions: a leaderless, notoriously politicized public school system, a frustrated business community, an ineffective non-profit organization formed in 1974 to encourage schoolbusiness-university partnerships, enormous losses in federal funds from the city's employment and training agency, and a Private Industry Council which, while potentially outstanding, was still in its infancy. The story of how each of these basic institutions strengthened and how the metropolitan business community and the historically insular public school system have struck a bargain demonstrates the potential impact of partnerships.

Systematic Management of Program Creation

I analyzed this information within the framework developed by the National School Volunteers Program (NSVP) for systematic management of corporate school volunteer programs. The NSVP framework has been tested and refined in cities throughout the country and is used to train newly-appointed corporate school-business program coordinators. The sequence of stages in the creation and management of effective programs is as follows:

1. Development of awareness;
2. Needs assessment;
3. Setting program goals;
4. Defining objectives;

5. Identifying potential resources;

6. Designing the program;

7. Implementing the program: recruitment, orientation, training, assignment, retention and recognition;

8. Evaluation.

This investigation of factors affecting the early development of related school-business programs revealed several features within the NSVP framework. Ten examples follow:

- Corporate coordinators typically underestimate demands that a good partnership makes on employees' time and energy. Inexperienced coordinators should participate in "sharing and learning" sessions with experienced people in other companies. They should also make certain that their responsibilities and allotment of time are defined in writing.

- When approaching top level managers to enlist companies in a program, the director should be accompanied by someone whose judgment the chief executive officer trusts, such as another CEO.

- Ceremonies are extremely important for strengthening mutual commitments at various stages of program development.

- In selecting potential partners, company-school proximity is often more important than matched needs and resources because it enables school and company people to get to know and appreciate each other.

- Planners should avoid predicting what form their joint projects will take. They should provide sufficient time to discover and explore many possible matches among talents, interests and areas of expertise available in the school community. A frequent comment: "When we started, we didn't imagine we'd be doing this project."

- Non-profit civic groups can monitor and assist partnerships during early program development. The Junior League (Memphis) and the Executive Service Corps (Chicago) complement limited staff as programs expand.

- Excellent partnerships can be formed between schools and non-profit organizations and corporations, such as hospitals and mental health centers.

- It is equally important for company managers and school officials to recognize the contributions of corporate volunteers formally.

- Educators and business people have a hard time understanding one another at first. Trust develops gradually through regular and non-threatening activities together. Activities involving redefinitions of traditional roles, responsibilities and "turf" should be planned when trust level is high.

- A major change in circumstances alters the terms of the partnership -- e.g., new top leadership or major layoffs.

Recommendations for Policymaking

Recommendations for public policymaking to address problems of youth employment draw upon lessons from the Youth Employment and Demonstrations Project Act, recent studies of public-private partnerships and policy trends evident from numerous prescriptive reports about the state of public education nationally and its long-range social and economic implications. Incentives and regulations in governmental policy should be designed to foster public-private partnerships without constraints of specific initial requirements for training, education and placement. Such matters should be determined locally, at the level of joint school-business planning.

2. Key elements of program success -- personal involvement at all levels, networking and systematic planning and management -- should be explicitly encouraged in policy through recognition of characteristic conditions whereby good programs can be developed and managed well.

3. Major lessons to be heeded include:

- Designing youth employment programs around developmental concepts of employability.

- Recognition that many young people require support services in order to progress steadily toward employability.

- Work experience programs that emphasize learning can teach and reinforce essential job-related academic skills and can motivate youth to master such skills in typical classroom settings.

- Effective and durable programs start small and expand gradually, if at all -- only after the bugs have been worked out.

- Local chambers of commerce and other business associations effectively mobilize city-wide resources in collaboration with school system leaders whom they trust. Private Industry Councils, for instance, have provided staff to support and coordinate program planning and implementation.

- Employers must be involved in identifying specific aptitudes and skills to match youth to jobs or training. Careful screening is prerequisite to most programs that are successful for schools and companies.

- Strong commitment from all organizations, particularly employers, is necessary.

- Staff must be competent, qualified and dedicated.

- Strong leadership from key actors involved in the initiation and implementation of the project is required.

Five recommendations for further investigation of school-business partnerships and governmental initiatives to encourage their development follow:

1. Additional studies of the processes for developing successful partnerships, including political, social economic and other factors.

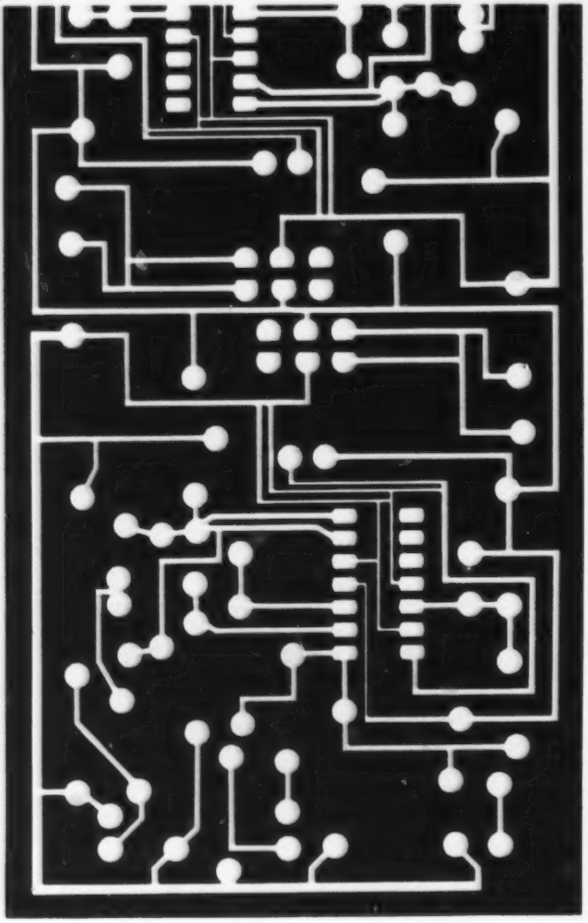
2. Tracking established and developing business-school partnerships over the next few years to focus on elements of longevity.

3. Intensive analysis of educational processes identified in varied educational and manpower development programs related to employment aims of business-school partnerships and synthesis into forms that local educators and business representatives can understand and apply in creating and managing programs.

4. Encouraging the collaborative design of local programs that would translate Mr. Owen Butler's recent recommendation at a meeting of the Committee on Economic Development that the corporate community find ways to "help teachers."

5. Developing and strengthening local and regional networking mechanisms for technical assistance in helping embryonic partnerships mature.

Communicating with Business



by Anne Wingate

How do educators view business? How does business view education? Answers to these questions are important in order to foster positive communication links between two increasingly interdependent segments of our society.

Reprinted with special permission from Educational Horizons, vol. 62, no. 1, 1983, and Anne Wingate, Consultant to business in education, training, and employment; formerly Vice President, Connecticut Business and Industry Association.

The business community is becoming an important, if not natural, ally in the effort to improve the nation's educational systems. Hundreds of programs have sprung up involving business and education partnerships. Educators believe that business has much to offer in terms of money, equipment, and expertise in the form of loaned employees. Many also hope that once managers are involved with the schools they will recognize the need for increasing school budgets and will lobby accordingly. The desire of educators to involve business in schools says a great deal about society's changing perceptions regarding both business and education.

Education and Business—Roles Reversed

In many ways the two institutions are in the middle of a reversal with regard to the ways in which they are perceived by the general society. In the 1960s and 1970s schools were seen as agents of change; teaching methods and curricula were attacked, condemned, and redirected. Schools and teachers were perceived as having endless abilities to create, to guide youth in new and exciting ways, and to profoundly affect our society by challenging the post-World War II value system that promoted growth, materialism, and cold war diplomacy. During this same period, business was seen as reactionary, stifling, noncreative, uncaring about humanistic values, and destructive of the environment. For ten years, joining a business was denigrated by many thoughtful and aware graduates.

Now, however, the roles of the two institutions have become very nearly reversed. Business is seen as having the creative edge over the schools. The rapid technological change that is occurring because of microprocessors, lasers, fiber optics, robots, and genetic engineering seems to be better understood by businesspeople than by educators. In addition, business, often small business, is finding and marketing solutions to environmental and energy problems while large corporations are struggling to find more humanistic solutions to employee-employer relationships. Quality circles, long-range planning, corporate wellness programs—the initiative is with business.

Business is once again providing some heroes. In California, the growth of high technology firms has created a whole new set of them—men and women who risk their time and capital to create new products, build up companies of sizable employment, sell out and start again to invest energy and capital in a newer, more exciting technological development. In fact, to Californians, the real heroes are the people who have failed once or twice before they finally make it.

Unlike the past, the important commodity in the development of today's entrepreneurs, however, is not capital, it is intellect and knowledge. Solving problems such as creating and marketing new products, and breaking down negative patterns between management and employees requires the application of much thought and energy. Our 1960s and 1970s heroes were people who fought for social improvements such as civil rights and the

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ERA. Today, many new, young entrepreneurs believe that, along with making a profit, they can make a contribution to society by creating products that help the environment, solve the energy crisis, increase medical response—in short, improve our quality of life through technological change.

Thus, business is seen as the creative institution, drawing to it many of our talented and better minds. Education, on the other hand, is increasingly looked upon as failing to provide quality education and leadership that would reform the system. The schools appear to be bogged down in restrictive collective bargaining efforts and lack consensus on curriculum, methods, planning, resource management, and objectives to meet the primary goal of better education.

Society does not benefit when one institution prospers at the expense of another. The rapidly changing economic conditions sweeping the nation and the world require a well-educated, well-trained population, more flexible and alert than ever, because the changes to which we must adapt likely will not be resolved for decades. Moreover, to maintain the quality of life we have so painstakingly acquired and extend it to those who have been excluded, we will need to improve all our educational systems. This is precisely why business and education have so much to offer each other. Business is good at understanding rapid technological change, but it does not know a great deal about how people learn, and it looks to the schools for guidance.

What Does Business Expect from Education?

Because the U.S. dominated world markets for so long, it is difficult for people to understand that in many areas this is no longer true. If we lose old markets, we must create new products and new markets or our standard of living will fall. That we understand such economic concepts and support public policies that improve our economic competitiveness is essential to the maintenance of our quality of life. Although today's technology enables us to create new products, the quality of our educational institutions will determine whether we can produce people who are capable of creating those products.

For years businesses have said that the ability to read, write, communicate, and compute proficiently are essential. What they generally do *not* expect the public schools to do is provide highly specific, technical job training. In other words, schools should concentrate on the academic subjects. Having said that, businesspeople usually bow out of the picture and leave the hard work of curriculum design and motivation of students to the schools. How much math is enough and what kind should it be? Do students need to take both chemistry and physics, and what do we expect them to get out of those courses anyway? Is a course combining film with literature able to motivate writing and communication skills or should we go back to six weeks of grammar, six weeks of Shakespeare, etc.? And how much knowledge of the computer is essential? These are problems for schools to solve.

> *"Society does not benefit when one institution prospers at the expense of another. The rapidly changing economic conditions sweeping the nation and the world require a well-educated, well-trained population. . . ."*

> *"For years businesses have said that the ability to read, write, communicate, and compute proficiently are essential. . . . [T]hey generally do* not *expect the public schools to. . . provide highly specific, technical job training."*

Can Business Help?

Few businesspeople can be greatly helpful with specific curricula design, but some of the information they provide can be very useful to educators. Their help may come through direct partnerships or indirectly through an intermediate researcher. In Connecticut, for instance, the State Board of Education commissioned a study of the state's high technology industries to determine which jobs requiring less than a four-year college degree were in demand and which academic subjects were necessary to job performance. The Board of Trustees of the State Technical Colleges asked Hugo Wilms, an educational consultant with a background in defense technology, to interview high technology firms. Wilms created a high technology matrix showing 69 technical jobs in the fields of bioengineering, building management and control, communications, computers, energy management, office automation, law enforcement, food processing, material and inventory handling, medicine and health, insect and disease control, waste and pollution management, and military research and development. The academic subjects that employers thought were essential to job performance included 40 different courses ranging from technical math to logic and science. The seven most commonly mentioned subjects were technical math; logical analysis; the physics of heat, light, sound, and mechanics; probability and statistics; data processing; diagnostic instrumentation; and modeling and simulation. All sound like very technical subjects, and many are already taught by the State Technical Colleges.

Following Wilms's interviews, Charles Haller of the Capitol Regional Education Council, one of the state's six regional educational service centers, attempted to translate the information from high technology terminology into curriculum objectives for secondary schools. His work is still in progress, but interesting questions have arisen already. Most secondary schools are teaching technical math and basic physics, but the intellectual concepts involved in logical analysis, processing information, probability and statistics, diagnostic instrumentation (learning to measure accurately), and modeling and simulation (making informed guesses about the consequences of an action) are also very important problem-solving skills that are usable in many academic areas. Can we learn from the ways they are taught in technical areas?

As a result of the study, business will have contributed to the revision of the curricula, but it will have done so by providing information about the end result—job performance—then asking educators to determine how to translate that knowledge into specific curriculum. In this example, the businesses involved were not dealing directly with the schools but with an intermediate researcher.

Communicating with Business

Many schools in the nation are interested in working directly with businesses. Programs can be worked out jointly, but there are some barriers to communication between the two institutions that should be considered first and then some general principles to observe. The following may be helpful:

1. *Make sure that the initial planners from both institutions respect each other.* Some businesspeople see educators as unable to meet their standards; some educators see businesspeople as Philistines, not to be trusted. Avoid bringing these particular people together.

2. *Analyze your mechanisms for involving the outside world in the school's efforts to change.* Many of these mechan-

isms need revitalizing. Do you have enough formal or even informal ways to involve the community at large, including businesspeople, as you examine goals and objectives? For example, for many years school boards were dominated by businesspeople. However, during the 1960s and 1970s, boards became much more representative of the whole community. This was a worthwhile change, but as businesspeople gravitated from school boards to finance boards, a useful connection between the schools and the employers of the community was lost. You need to be aware of such changes.

3. *Educate yourselves to some extent about the structure, size, and potential educational interests of businesses before you approach them.* Large insurance companies, banks, and many corporate headquarters employ public affairs and community relations people whose job it is to keep the corporation functioning smoothly in the community. They often will be the most receptive to freeing money and people to work with the schools.

However, do not neglect to contact manufacturing firms. Even smaller ones recognize that well-functioning schools are important to them because their work force is drawn directly from the community. Even though they may lecture you about the inability of their entry level workers to handle fractions, decimals, and percentages, eventually they may be a reliable source of help.

4. *No meeting should ever last longer than two hours.* Educators appear to prefer that all action grow out of consensus, which means fairly lengthy meetings to discuss problems, solutions, and important statistical information. Education may inherently be a more egalitarian system than business, and consensus may be essential to change; however, it is time consuming, and a businessperson will feel frustrated and wish that he or she would be called back to join the group after the basic direction had been decided. Businesspeople do *brainstorm* but that is an internal process. Once they go outside, they try to be clear about their goals and the ways in which others can help with objectives to reach the goals.

> *"Do not go to businesspeople and say, 'What should we do?' Go to them and say, 'We've been thinking about our problems, and we have set some new goals for our students in the area of math and science. We have thought of a number of objectives that might help us reach those goals. Can you help us with any of these objectives, or are there other ways that you can think of to help?' "*

5. *Think carefully about the problem-solving process.* Do not go to businesspeople and say, "What should we do?" Go to them and say, "We've been thinking about our problems, and we have set some new goals for our students in the area of math and science. We have thought of a number of objectives that might help us reach those goals. Can you help us with any of these objectives, or are there other ways that you can think of to help?" In this case the first part of the problem-solving process has been done by the educators closest to the school, and they have presented to the businesspeople a structure that can be analyzed in terms of what the particular business has to offer in terms of resources. Once you have determined your needs, businesspeople can be very creative in helping you meet them.

6. *Find an intermediary to help you work with businesses.* Sometimes, a Chamber of Commerce, a manufacturers' association, or a business and industry council will have staff who are willing and able to help you get in touch with businesses who can assist you with your objectives. On the state level, business and industry associations are increasingly interested in education and may be helpful in changing public policy. Their knowledge of the legislative process is usually thorough. In addition, such organizations often have monthly publications that reach thousands of businesspeople. They may be willing to write articles about specific needs; again, be specific so that the reader sees a clear line of action and does not have to identify your goals and objectives for you.

As an example of an intermediary, the Connecticut Business and Industry Association has started the CBIA Education Foundation designed to focus corporate money on educational problems. The association believed that many businesses were willing to be helpful to schools but that many did not have staff to assign to joint programs. The foundation, staffed by people knowledgeable about both business and education, meets the need. For instance, the foundation works with the State Department of Education and the Project to Increase Math Mastery, a joint business-education program organized by Wesleyan University. The aim of the program is to help retain math and science teachers by providing internships with industry during the summer.

All statewide business organizations do not have foundations, but their staffs still can save you time and energy. If the ones in your area are not knowledgeable about educational issues, invite them in for a discussion.

For many schools, working closely with local business has been useful, both in terms of funds and people. Businesspeople can become advocates of increased school budgets, but the experience also can leave managers convinced that some fairly basic internal reforms should be instituted in school systems before higher budgets will be acceptable to taxpayers.

Businesspeople believe that issues such as certification requirements for teachers, graduation standards, time spent on basics, reexamining the tenure process, and incentives for better performance can have an effect on the quality of education. Although many will agree that more money also may be needed, they are reluctant to support higher budgets unless local schools exhibit a concrete effort to seriously address these areas. Right or wrong, they tend to believe that better organization and management and more rigorous standards must come before more money can be appropriately spent. That is why businesspeople find the "effective school movement" promising.

Of course, these areas also are ones of continuing controversy within the educational community. But inviting businesspeople to work on joint programs in the schools does not automatically increase your cheering section. On the contrary, you may be educating your critics to your weaknesses.

Despite this risk, working with business can be worthwhile. As President Reagan reduced the growth of education and human service programs, he challenged business to accept some of the responsibility. Clearly, business cannot replace tax money spent on schools in any significant way, but many businesspeople are conscious of a responsibility to ensure that local educational institutions get more of their time, talent, and funds.

For two decades business and education refrained from asking each other's advice; we thought we did not need each other, that working along parallel lines was quite sufficient. Wrong! Even though the two institutions are different in their approaches and their goals and value systems, each has much to offer the other in its efforts to prosper and grow. □

HOW TO CREATE A SUCCESSFUL SCHOOL/COMMUNITY PARTNERSHIP

by Sandra T. Gray

The school volunteer movement is enjoying a revival, says Ms. Gray. She suggests some guidelines for creating a successful volunteer program and gives examples of programs that work.

IN HIS BOOK, *A Place Called School*, John Goodlad suggests that more volunteer work in the schools by citizens could help reduce teachers' workloads and thus keep their levels of enthusiasm and creativity high. More specifically, Goodlad suggests that the schools should seek to engage the volunteer services of such individuals as artists, political and business leaders, scientists, doctors, and lawyers.

I agree, but the list of potential participants is far longer than these few examples suggest. It includes everyone from parents and grandparents to secretaries, college students, even state governors. The contributions of a wide range of volunteers make feasible many programs and activities that could not otherwise take place in the schools.

Just as school volunteers differ widely in their backgrounds and interests, so do their roles and activities differ in educational settings. At one extreme on the scale, older children within given schools may function as volunteers by tutoring younger children. Sophisticated partnerships between school systems and corporations exemplify volunteerism at the other extreme.

SANDRA T. GRAY is executive director of the National School Volunteer Program, which has its headquarters in Alexandria, Va.

The volunteer activities that occur in U.S. schools today hark back, in spirit and conviction, to the citizens who banded together in pioneer communities to "raise" schools and hire teachers so that their children might be educated. No school volunteer program, then or now, would have existed without a group of noneducators who shared the conviction that education is important.

The first *organized* school/community partnership appeared in New York City in 1956. In that year the Public Education Association, whose members believed that the public schools "are everybody's business," established the New York City School Volunteer Program. Initially, this program aimed at freeing teachers from routine tasks. The first New York City volunteers weighed and measured children and tested their vision, prepared teaching materials, collected money for lunches and school pictures, took care of attendance records, distributed and collected textbooks, decorated classrooms and bulletin boards, and supervised youngsters in the lunchroom and on the playground.

New York City volunteers first began to tutor children in reading (under the supervision of teachers) in 1957. In 1961, because the New York schools were serving large numbers of Spanish-speaking children, volunteers established and maintained a conversational program to help these students learn English.

Many of the New York volunteers were retirees, accustomed to getting up early and leading structured lives. Such individuals often appreciate having somewhere to go where they are needed, and their experience makes them patient and competent tutors.

The New York City School Volunteer Program currently boasts 25,000 participants. In addition to senior citizens, these volunteers include business employees, college and high school students, members of civic and service organizations, and parents. Some 170 companies support the program.

The activities of the volunteers have also expanded greatly. These activities now encompass such things as teaching young parents how to work with their children and counseling high school seniors on ways to finance their college studies. The heart of the program remains its tutorial component, however.

Nor is New York City alone. The School Volunteer Program in Lynchburg, Virginia, is celebrating its silver anniversary in 1984. And these two programs are among the more than 1,000 volunteer programs now functioning in school districts across the U.S.

Sixty-one percent of these programs have a part-time administrator, and 39% have a full-time administrator, according to a survey conducted in 1982 by the School Management Group of Salt Lake City, with the help of the National Center for Education Statistics and the National School Volunteer Program. The programs coordinate the activities of more than four million volunteers – 33% of them parents; 24%, older citizens; 21%, students;

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18%, business employees; and 4%, individuals who fall into other categories. The services of volunteers in 1982 touched the lives of more than 40 million students.

VOLUNTEER SERVICES are more consistent and effective when the programs are carefully planned and placed within the existing governance systems of participating school districts. Successful volunteer programs are not add-ons to – but integral parts of – instruction, curriculum, staff development, administration, and school management. Such programs become institutionalized (which makes them powerful assets for children) when the following seven factors are present.

District-level support. The school board and the superintendent should express their strong support for volunteer activities by providing a line item in the budget. The superintendent can also create an atmosphere in which principals and teachers feel comfortable about making changes that will enable them to use volunteers effectively. Visible support from business executives and the backing of major civic organizations also improve the chances that a volunteer program will succeed.

A written policy of support. The school board should approve a formal, written policy of support for the program. Such a policy can quickly overcome the traditional barriers that keep volunteers out of some aspects of school life, e.g., management, curriculum development, instruction.

A systemwide manager. Placing one person in charge of managing volunteers often spells the difference between an effective enterprise and a floundering exercise in amateurism. This manager (who should report directly to the district superintendent) personifies the commitment of a school system to a genuine partnership with the community it serves. A systemwide manager also enables a school system to use its volunteers efficiently, because the manager will facilitate the sharing of information and the coordinating of arrangements between departments or schools. If one school has access to a community resource, a systemwide manager will see to it that all schools in the system have access to that same resource. A systemwide manager also provides business leaders with an easily accessible contact for cooperation with the schools.

Building-level managers. The systemwide manager should make certain that

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Partnerships in Education

EFFECTIVE SCHOOL/COMMUNITY partnerships already exist in many locales, where volunteers are making important contributions to the education of the young.

IN HOUSTON, 66 businesses established or continued partnerships with 63 public schools during the 1982-83 school year. More than 600 businesspeople were involved in these programs, contributing both their know-how and their time – the latter alone valued at more than $500,000.

For example, Tenneco Oil flew University of Texas professors to Houston each week to teach a geology course (designed at Tenneco's expense) to students at the Houston High School for Engineering Professions. IBM provided 15 volunteers each week to tutor students at Hamilton Middle School. Shell Development conducted workshops for mathematics and science teachers who deal with gifted students, to show these teachers what things U.S. scientists of the future should be learning now.

The American Institute of Architects developed and implemented an eight-week program, "Architecture Is Fun," in a dozen Houston schools. Southwestern Bell provided seminars on management techniques for school administrators; representatives of this firm also briefed the senior class at Furr High School on the job skills they will need in order to compete in Houston's high-tech labor market. Meanwhile, Rockwell International was one of several Houston companies that sent speakers into the schools to acquaint students with the many different career choices available to them.

All of these activities and many others came about through the Business/Schools Partnership Program coordinated by Volunteers in Public Schools, a department of the Houston Independent School District since 1970. Today the Business/Schools Partnership Program serves as a model for other U.S. school districts. This program won an award in 1983 from the National School Volunteer Program, which designated it the best business/school volunteer program in the U.S. in that year.

IN SPRINGFIELD, Massachusetts, some 90 students fire questions at approximately two dozen senior citizens who share their classrooms. Were you in World War II? Was the Great Depression *really* bad? Did you ever meet President Kennedy? No textbook could ever bring history to life as vividly as do the personal accounts of those who have actually experienced the events.

Social science teachers developed this six- to eight-week program for the Springfield public schools. Their objective was to teach students about the aging process. Dedicated Older Volunteers in Educational Service (DOVE) provided the volunteer historians.

DOVE, now in its sixth year, is just one of several programs sponsored by the Springfield School Volunteers. During the 1982-83 school year this organization attracted 1,300 participants, who gave 100,000 hours of time (valued at $762,000) to the schools. That's quite an achievement in a town with a population of only 152,000.

Representing a cross section of the community, these volunteers serve as tutors, mentors, guest speakers, and library assistants. Local businesses and area colleges are also heavily involved in the volunteer program. The Monsanto Corporation, for example, has conducted a 10-week seminar for Springfield science teachers, to show them how new advances in science can be applied to industrial technology. Meanwhile, the Bayside Medical Center has provided technicians to work with gifted students on projects involving lasers, CAT scanners, ultrasound equipment, and the techniques of pathology.

These high-tech activities look to the future, while DOVE volunteers share the wisdom of the past. DOVE participants also include artists, musicians, and authors, who encourage talented youngsters to pursue careers in the arts. In this way, these volunteers help to preserve and continue for another generation the artistic tradition that is so much a part of the American heritage.

IN ST. LOUIS, the Monsanto Fund and Southwest High School formed one of the city's first industry/school partnerships in 1980. The goal was better school management.

At the request of the school staff, the Monsanto Fund pro-

People are more supportive—financially and otherwise — of social institutions with which they have direct contact.

each school principal designates a staff member to carry out such tasks as a schoolwide needs assessment (to determine where volunteers could best be used and which students would be the most appropriate target populations); the identification of potential community resources; and the development, implementation, and evaluation of a volunteer program for the school. This building-level manager would also take responsibility for recording the hours spent and the types of services performed in the school by volunteers; for creating awareness among the staff and the school community regarding the potential benefits of participation in the volunteer program; and for recruiting, interviewing, training, assigning, and recognizing the achievements of school volunteers. The building-level manager should have released time for these program-related duties or be a full-time building-level coordinator.

People. Effective school volunteer programs focus on involving people, not on procuring money. When local scientists, business leaders, engineers, accountants, civic and governmental leaders, parents, senior citizens, and others form partnerships with the schools, they bring personal talents and commitments that improve education in ways that money alone cannot. Of course, it costs companies money to release their staff members for volunteer activities during the workday – but most find that the investment pays dividends in better employee morale and improved community relations. For the schools, on the other hand, effective volunteer programs boost public confidence in U.S. education. The annual Gallup Polls of the Public's Attitudes Toward the Public Schools have repeatedly shown that people are more supportive – financially and otherwise – of social institutions with which they have direct contact.

Options for volunteers. The roles of volunteers in the schools need not be confined to raising funds and providing

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vided a management specialist who spent two days a month with the Southwest principal and teachers. Together they examined the school's highly traditional administrative structure, looking for ways to make it more responsive to student needs.

The result was a reorganization of Southwest High School into five administrative units. The principal relinquished some authority to these units and assumed instead the role of an in-house consultant.

Each administrative unit – serving 250 to 300 students – includes an administrator, a counselor, two department heads, and 10 teacher/advisors. Students remain in the same unit from entry until graduation; siblings are also kept in the same unit whenever possible. As students come to know and trust both the staff assigned to the unit and their fellow students, they have a secure base from which to reach out academically.

The partnership between the Monsanto Fund and Southwest High School was one of many such relationships developed under the aegis of the School Partnership Program of the St. Louis public schools. Most St. Louis partnerships focus on improving the academic opportunities of students, not on improving the management of the schools.

In 1982-83, for example, Saint Louis University held workshops for Central High School teachers on how microcomputers can help them meet their instructional objectives. During that same school year, Cardinal Glennon Hospital developed a curriculum for Washington and Peabody Middle Schools on drug abuse and other health-related subjects, and the Alvin Ailey Dance Company conducted classes for students attending the magnet middle school for the visual and performing arts.

Now in its fourth year, the School Partnership Program has enlisted the cooperation of many St. Louis businesses, universities, and cultural organizations. Volunteers representing 100 businesses and other agencies currently take part in 450 multisession programs serving 15,000 students in 96 St. Louis schools.

IN CHICAGO, 73 corporations have adopted 86 public schools. Sears alone has taken on 10 schools. Other adoptive agencies include the city of Chicago, the U.S. Department of Labor, and most of the universities in the Chicago area. The Chicago Adopt-a-School Program focuses on teaching basic skills, motivating students to achieve, and introducing them to career options.

The partnership that Commonwealth Edison has established with Michele Clark Middle School is one example of how the program actually works. Twice each week during the school year, 16 representatives of the utility company turn the school into "Clark City" for 350 students, who are learning the principles involved in supplying energy to an urban neighborhood. The experts and the students work together to survey the energy needs of "Clark City." They develop scale drawings of the electrical circuits that will be needed, and they construct scale models from these drawings, complete with wiring and batteries. Then they explore various ways to install their models.

Meanwhile, mathematics, reading, and verbal skills all come into play. Students taking part in the "Clark City" project have boosted their reading levels by an average of 14 months; during the same interval, other students in the school have scored an eight-month gain.

Adopt-a-School contracts run for one year, and they are subject to renewal if both the school and the sponsor consider the program worthwhile. Begun in June 1981, the program was evaluated by the school district at the end of its first year. A detailed study of 27 partnerships showed a success rate of 85%.

IN PENNSYLVANIA, the multi-faceted Generations Together Program allows students and senior citizens to share their enthusiasms and skills with one another. Unlike most other school volunteer programs, Generations Together is administered by the University of Pittsburgh, not by a school district or a nonprofit organization.

During the 1982-83 school year 278 senior citizens volunteered 63,000 hours to 50 schools in 20 western Pennsylvania school systems, an investment worth $200,000 to the schools (calculated at the minimum wage). At Taylor Allderdice High School in Pittsburgh, however, the program is reversed. Here students volunteer to share their talents and time with elderly shut-ins.

Another component of Generations Together, funded by Westinghouse, brings poets, potters, musicians, art collectors, dollmakers, dancers, and other artists – most ranging in age from 55 to 70 – into the schools. These volunteers share their special talents with students and give teachers new insights that enrich classroom activities. Some of these volunteers even provide private art or music lessons to interested students at no cost.

IN MONTGOMERY COUNTY, Maryland, a four-bedclerical assistance. Other options include service as tutors, as mentors, or as resource instructors (working closely with teachers); as staff developers (covering such topics as new technologies or new management techniques); as technical advisors (handling such areas as administration or management); and as members of various kinds of advisory boards. Carefully chosen volunteers can add both breadth and depth to school enrichment programs. Volunteers can sometimes play important roles in a school's counseling program – particularly in such areas as attendance, career guidance, alcohol or drug abuse programs, and kindergarten screenings. They can also make valuable contributions as members of committees established to update or revise curricula.

Collaborative, long-range planning. Organizations and institutions survive over the long haul only if their leaders understand the importance of systematic, long-range planning. School volunteer programs should be the objects of such planning efforts, but school volunteers should also be actively involved in the long-range planning that affects other dimensions of a school's operations – from curriculum and instruction to management procedures. Only by active collaboration with teachers and administrators in these planning activities can school volunteers discover how they can contribute most effectively to the ongoing improvement of the school and its program.

CLOSE EXAMINATION of a large number of school volunteer programs – some successful, some not – has made clear the steps by which effective school/community partnerships can be developed.

1. *Create awareness.* School and civic leaders who would like to develop a partnership should let their interest in and commitment to this project be widely known. The goal is to make employees of local businesses and other local citizens aware of the ways in which their special interests and abilities can help to solve school problems and to improve school programs.

> ***Make local businesses and local citizens aware of the ways in which their special interests and abilities can help.***

2. *Identify needs.* Those individuals who wish to develop a school/community partnership should next identify school, corporate, and community needs that could be served by such a partnership.

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room house priced at $75,000 attracted hundreds of buyers, who were already aware of the high-quality construction that had characterized six previous homes built by the same contractors. The seventh house had to be sold by lottery.

The construction team that placed the house on the market was not a corporate giant. The architects, masons, cabinetmakers, interior designers, landscape gardeners, accountants, and publicity agents were all students in Montgomery County public schools.

The county provided the lot on which the house was built. A local bank put up the construction loan. Local architects judged the students' designs and selected a winner. Local building-supply firms donated lumber, concrete, and other materials. And the Montgomery County Board of Realtors presented awards of excellence to the young entrepreneurs at the end of the school year, when the house was sold.

Since 1977 the Construction Trades Foundation has existed as a successful partnership between Montgomery County business firms and the local public schools. This foundation is one of three supported by the business community to give students hands-on career experiences.

Some 20 Montgomery County automobile dealers participate in the Automotive Trades Foundation, which operates a licensed used-car dealership staffed by 48 students. These young people do the engine and body work to prepare cars for resale. They also serve as accountants, sales staff, and public relations staff. Interestingly, 40% of the students involved in this automotive program go on to college.

"Classic Flowers" is the name of the florist shop recently opened in a Montgomery County shopping mall by the Retail Trades Foundation. Start-up funds for this school/community project came from the Bank of Bethesda. The construction trades students built the free-standing kiosk that houses the shop. Accounting students keep the books. Barry Scher, public relations director for Giant Foods, who represented the Retail Trades Foundation as coordinator for the project, says that he expects the shop to gross $200,000 in its first year of operation. Profits will probably go toward opening another student-run retail store.

Lawrence Shulman, a real estate attorney in Silver Spring, Maryland, serves as general counsel to all three Montgomery County foundations. "These projects have given students a new interest in their academic studies," he says. "They're learning what it takes to make it in the real world."

IN PINELLAS COUNTY, Florida, it didn't take a crystal ball for the Suncoast Chamber of Commerce to predict the future. Studies showed that Florida has the best economic climate in the U.S. to attract new businesses.

Yet students in the Pinellas County public schools, like those elsewhere in the state, knew almost nothing about economics, the workings of the free enterprise system, or methods of choosing a career.

To close this knowledge gap, the Suncoast Chamber of Commerce established a partnership with the Pinellas County public schools to create an economics education program called "Educational Excellence: A Shared Commitment." Since it represents some 8,000 businesses, the Chamber could marshall impressive resources for this program.

Helping teachers to understand economics was an important first step. To do this, the Chamber sponsored an economics course at the University of South Florida for classroom teachers. The Chamber recruited local business leaders to teach the course, and it paid the tuition costs for participating teachers. So many teachers signed up that a substantial waiting list developed.

Next, the Chamber helped to place a resource person in the school system to help teachers develop curriculum materials and teaching aids related to economics. The Chamber also provided audio-visual materials for classroom use.

Later on, the Chamber sponsored an Economics Fair, which gave teachers a place to show parents and the general public some of their new teaching approaches and materials. The schools, in turn, began a testing program designed to find out whether the new activities had increased students' understanding of economics. They had.

During the 1982-83 school year 163 Suncoast Chamber of Commerce volunteers contributed some 1,500 hours to Pinellas County students. They served some 89,000 students.

In January 1984 the Chamber launched a new Career Exchange Opportunity Program, designed to give high school

3. *Establish program goals*. Program goals should be mutually developed and agreed upon by each group involved in the partnership, e.g., the school system, parents, participating businesses, and the general public. For example, one program goal for the school system might be to improve the academic achievement of elementary students. A program goal for participating businesses, by contrast, might be to involve employees with the schools in personally gratifying ways that also improve the image of the corporation within the community.

4. *Develop program objectives*. The developers of a partnership should next specify in writing what the program will accomplish, with whom, and by when.

5. *Identify potential resources*. Now is the time to identify those individuals – from companies, from the community, from nearby colleges or universities, from the school system, from the local pool of senior citizens – whose talents will be useful in planning and implementing the program.

6. *Develop the program design*. Program developers should analyze the elements that characterize model programs; identify administrative procedures to implement their own program; and write job descriptions for volunteers, for teachers, for systemwide and building coordinators, and for the program staff.

7. *Implement the program*. This phase involves recruiting, screening, training, assigning, and then recognizing the successful efforts of volunteers. It also involves training the teachers and administrators who will be participating in the program.

8. *Evaluate the partnership*. Finally, program developers should collect and interpret data to determine the strengths, weaknesses, and accomplishments of the program. Have the program objectives been achieved?

9. *Insure continuing support*. Evaluation efforts should be both formative and summative. Formative evaluation makes it possible to improve the program as it evolves, while summative evaluation provides the hard evidence of program successes that will encourage continued and expanding support for the school/community partnership. The public relations staff of the school district can also help to foster support for the program by systematically sharing the program's successes with the local media, with school personnel, and with the school community. Promotions, awards, and other kinds of recognition for the volunteers, the administrators, and the teachers are also essential to the success of a school volunteer program.

If it functions as an integral part of the total school program, a school volunteer program can make a significant contribution to school management, to academic achievement, to school finance, to public confidence in education, and to the economic health of the entire community. Never, in the history of U.S. education, have such institutionalized partnerships between schools and their communities been more crucial. ☐

juniors and seniors opportunities to investigate a variety of potential careers. The local electric and telephone companies, a drug manufacturer, a large department store, and other firms are offering courses, ranging in length from four weeks to 12 weeks, that cover every aspect of their operations. The companies are providing the classroom space, the instructors, and the teaching materials. Later, the Chamber will provide job-placement assistance for interested students who have completed the courses.

IN FAIRFAX COUNTY, Virginia, a business/school partnership focuses on helping teachers understand the high-tech world so that they can improve the classroom instruction they offer their students. Twenty corporations signed up initially to take part in the Superintendent's Business/Industry Council, which was formed late in 1982.

Teacher training activities are already under way. For example, AT&T Long Lines includes public school teachers at no cost in its employee training sessions on the use of the PLATO computer-assisted instructional system. Satellite Business Systems opens its word-processing center at night to train business teachers in the use of the latest word-processing equipment. (Students are also taking part in evening training sessions this year, taught by the newly trained teachers.) Arthur Anderson, another local corporation, has invited school personnel to join its clients and employees in a microcomputer course at its Fairfax County headquarters.

Meanwhile, some 225 teachers and guidance counselors have been touring corporate offices and data centers in Fairfax County, talking with managers and technicians about in-school applications of the new technologies and about the potential job markets in the coming years for students in these fields. Nor have the humanities been overlooked. Teachers of foreign languages in Fairfax County are now exploring career opportunities for high-achieving students of French, Spanish, and other foreign languages.

Another initiative of the Superintendent's Business/Industry Council – the Fairfax County Public Schools Education Foundation, Inc. – may be one of the first of its kind in the U.S. This nonprofit, tax-exempt foundation has been established to accept and administer donations of money, property, and services. The foundation has an impressive goal: to enlist the private sector in a campaign to improve every aspect of public education in Fairfax County.

IN SAN FRANCISCO, Norman Keeve, a science teacher at Galileo High School, spent the summer of 1983 at McKesson Corporation's research and development laboratory, solving problems involving the chemical recycling of solvents. Patrick Chew, a mathematics teacher at John O'Connell High School, worked at the transportation research center operated by Southern Pacific, developing algebraic formulas to explain changes in railroad traffic. Anita Jones, a mathematics teacher at Francisco Middle School, learned how the subject she teaches is used in large corporations, through her work in the revenue accounting office of Analytic Services.

In all, six San Francisco public school teachers received paid internships in the business community under the Corporate Action in Public Schools Program, one of several volunteer activities of San Francisco School Volunteers, a nonprofit organization designed to bring schools and the community together. One of the most important by-products of the internship program has been an increased awareness among business leaders that their help is urgently needed to get high-tech equipment and know-how into school science programs.

About 20 interns are expected to be placed in corporate jobs next summer. This is one indication of the response of the business community and the school system to the program's first-year results.

The Corporate Action Program was begun by the mayor, the Chamber of Commerce, and San Francisco School Volunteers in 1971, long before the current national focus on community involvement in education. It sponsors many activities in addition to the internship program. Today some 40 corporations, many of them Fortune 500 companies, contribute funding, volunteers, and the use of their facilities to provide business-related learning experiences for San Francisco students.

These school volunteer programs, and others like them across the U.S., are proving every day that school/community partnerships mean better education for the young. ☐

III. COMPANY AND SCHOOL WORKING TOGETHER

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The vast majority of schools and school districts are interested in developing or expanding school-business collaboration. By beginning slowly and by carefully seeking school input into all major decisions, a company can be assured that most schools will be receptive.

Once the company has determined that it wishes to participate in a collaborative effort, the next step is a formal approach to the highest levels of the school system—the local Superintendent of Schools or the president of the school board or both.

Since school boards are responsible for setting school policies and goals, they need to be informed about proposed collaborations. Board support will strengthen your relationship with the schools, and board members' links to the community will help promote your programs. The local superintendent's support is also necessary, although he or she may not be directly involved in your program in a school. In many areas, an assistant superintendent for curriculum and instruction will be the district-level administrator you will work with.

The school building principal is likely to be the administrator with whom you will work most closely as your program develops. But do not overlook the necessity of soliciting and maintaining support from the upper levels of the school administration. This support is as critical to your success as that of your CEO.

WORKING WITH ADMINISTRATORS

The initial contact between the company and the school system fulfills two purposes: (1) it brings together the major participants and those on their staffs who will develop and coordinate the program, and (2) it lays the foundation for the development of the program. Personnel at this meeting may or may not actually include the CEO, the superintendent, and the school board president; their representatives can act for them.

If collaboration is not to be limited to a specific project but will involve many kinds of support, then the company should survey its available resources. The school should conduct a needs assessment. These exercises will focus future discussions and give them a basis in reality without raising false expectations.

Company Resource Survey

Activity	Current Involvement	Potential Involvement
Volunteer activities with students Classroom activities in curriculum areas (specify areas of interest)		
• Tutoring		
• Library, clinic, playground, athletics		
• Transportation		
• Career Education		
• Service on advisory groups		
Teaching mini-courses • Subject area		
• Target audience		
Field trips • Company sites		
• Others		
Special projects • Awards		
• Athletic teams		
• School publications		
• Art and music		
• Sponsorship of student groups		
Financial support • Scholarships		
• Mini-grants to teachers		
• Incentive grants		
• Equipment purchases		
• Internships for teachers		
Administrative support • Data processing		
• Landscaping		
• Management consulting		

continued

Activity	Current Involvement	Potential Involvement
Information on current volunteer activities with schools: • Volunteer as individual		
• Service on school board		
• Participation in PTA		
• Other		
Work-Study opportunities (Indicate company department, number of positions available, types of skills required, and training possibilities.)		

The company resource survey has two purposes: To find out what employees are currently doing in the schools and to give you some indication of what they as individuals and as company administrators are willing to do.

You can assure the success of this meeting by handling it as you would any other kick-off session. Pleasant surroundings, a definite agenda, and an atmosphere of interest and commitment will go a long way toward getting the project off the ground. The key element to remember is that the people you are meeting and with whom you will be working are professionals. Their capabilities and skills in their profession are equal to yours. Similarly, their desire to begin a fruitful cooperation matches yours.

Most likely, the first meeting between your groups will be devoted to the formal aspects of initiating the collaboration—introducing the participants, describing the company and the school or schools involved, perhaps a tour of the site where the meeting is taking place (company or school), and then an audiovisual presentation or other informational introduction to the other partner. Participants should reaffirm at least their general commitment to the principles of collaboration and present the general outlines of what they expect to achieve.

At this time or at a second working session, the two parties will have to agree on a strategy for planning, funding, and implementing their program. Parties to these decisions will probably include the corporate officer in charge and the coordinator of volunteers, if these functions are separate, and a representative of the superintendent (perhaps the assistant superintendent for curriculum and instruction), the principal, and a school coordinator of teachers. Often school districts will have someone on staff who coordinates programs between the school and outside agencies. His or her experience will be valuable.

At either the first formal meeting or the second working session, a decision must be made on the kind of programs to be developed.

Before the meeting, your company should have determined its answers to all or most of the following questions:

1. Will your company participate in an existing collaborative council?

2. Will your company work to establish a local collaborative council to aid education?
3. If your company is going to work with a collaborative council, will you also work with individual schools?
4. Will your company work with one or several schools?
5. Is there any existing program such as Junior Achievement that might facilitate company involvement with the schools?
6. What kinds of projects is the company management interested in undertaking?

School Needs Assessment

Volunteer support
- Classroom activities in curriculum areas (specify areas of interest)
- Tutoring
- Career Education/Vocational Education
- Other areas: library, clinic, athletics, transportation
- Mini-courses for faculty and students
- Service on advisory groups

Special projects
- Awards
- Athletics
- Art and music
- Publications
- Sponsoring student groups

Administrative support
- Management consulting
- Landscaping
- Data processing

Field trips and tours

Financial support
- Equipment purchase
- Scholarships
- Mini-grants program for teachers
- Incentive awards
- Internships

Work-Study opportunities
(specify desirable placement areas)

Naturally, if the initial effort is to be confined to work within an established collaborative council or to setting up such a council, then the involvement of school and company personnel below the superintendent and corporate officer levels will be for informational purposes only. If a further expansion of effort is envisioned for the future, however, this is a good way to keep everyone informed.

It is best to begin discussions of programs sometime during the school year preceding any classroom activities. That is, planning for a program in October should begin sometime during the preceding spring and planning for the spring term should start in the fall. The dynamics of the school year make October-November and February-April better times for in-classroom or other work with students and teachers. In September, December-January, and May, such concerns as starting up, holidays, and winding down take precedence. Activities with administrators can profitably take place during the summer, but they too tend to be heavily burdened in September and May-June.

The results of the school needs assessment and the company survey will form the basis for planning specific activities.

ROLES

Collaboration usually involves three levels of company support: the chief executive officer, the corporate officer in charge of the initiative, and the coordinator of company-school activities. Each has responsibilities and each is vital to the success of the project. Of course, specific responsibilities will depend on the nature of the activities undertaken. Bear in mind also that in many companies the responsibilities of the corporate officer in charge and those of the coordinator may not be divided as neatly as they are here, and on occasion they may be assigned to one individual. Of course, volunteers are also essential and their role will be discussed in conjunction with the various kinds of company-school activities.

The Chief Executive Officer

The role of the CEO will be the same no matter what the size of the program or the number of employees involved. The CEO's responsibilities will be to:

1. Determine the company's general level of commitment.
2. Authorize use of company resources.
3. Assign a corporate officer to monitor development of the program.
4. Enthusiastically promote company participation.
5. Support means of rewarding employee participation.
6. Make initial formal contact with the school or school system (or designate a responsible officer to do so).
7. Thank school and company participants, in writing if possible, at the beginning of collaboration and as individual programs are completed.
8. Publicize company participation.

Once the program is underway you can encourage your CEO to stay in touch with the program, participate in activities, acknowledge employees who take part, recruit additional middle and upper level professionals to take part, and reaffirm the company's commitment at regular intervals.

The Corporate Officer In Charge

Who has the responsibility for developing a plan for company-school collaboration? The company role of this individual will vary according to company size and structure, past company-school cooperation, and the personalities and skills of those involved. In some companies, this officer will also coordinate the school activities; in others, he or she will be the head of a department charged with a variety of corporate social responsibilities and will surpervise the coordinator.

In general, however, the corporate officer in charge will come from one of three areas within the company: human resources; corporate contributions; or the department of corporate social responsibility, public involvement, or public affairs.

The corporate officer's responsibilities will overlap with those of the CEO on the one hand and those of the coordinator on the other. They include:

1. Specifying the company's level of commitment—how many departments, how many hours, how many people, how many schools?
2. Surveying current company involvement.
3. Designing the master plan for company activities.
4. Developing a budget.
5. Promoting the program and encouraging additional participation.
6. Keeping the CEO informed of progress.
7. Making initial informal contacts with the school district or school if this has not been done. ("Formal" contacts are reserved for the CEO.)
8. Supervising the development of the master plan.
9. Selecting or serving as the coordinator of company-school volunteer activities.
10. Establishing a plan for publicizing activities within the company and to interested parties outside the company (other companies, the press, educators, parents, community groups).
11. Notifying the ACLI Education Division of company initiative.
12. Making the continuing personal commitment of time and energy to ensure success of the program.
13. Participating in program activities as needed.

The Coordinator of Company-School Activities

Is there anything left for the coordinator to do? Indeed, he or she will be kept busy arranging and overseeing the day-to-day operations of the program. Specifically, the coordinator can expect to perform the following tasks:

1. Draw up a detailed plan of action.
2. Recruit volunteers.
3. Assign responsibilities.
4. Allocate resources.
5. Work with the school coordinator (his or her opposite number).
6. Become familiar with the collaborating school.
7. Coordinate company side of scheduling, placement, time, changes, and evaluation.
8. Promote the program.

9. Stay on top of day-to-day activities.
10. Arrange for follow-up: thank participants, distribute copies of any publicity about the program.

The School People

Company personnel will work primarily with three individuals from the schools: the principal, the school coordinator, and the teacher.

The principal is as important to the success of the collaboration as the chief executive officer. He or she must be willing to support its operations with the resources that the office commands. The principal chooses the school coordinator and keeps in touch with the day-to-day program activities. The principal can also be a spokesperson for the project to other schools and other companies.

The school coordinator is the counterpart of the business coordinator. He or she needs the same kind of enthusiastic commitment to the program and its principles. The school coordinator is the link between the company and the business, and between the teachers and the business volunteers. The school coordinator's responsibilities are similar to those of the business coordinator.

The teachers' support and commitment are essential to the success of any program involving students. By including teachers in program-planning sessions and seeking their advice on content, materials, and teaching strategies, you can enlist their support and benefit from their experience. Programs that are not supported by the classroom teacher will not succeed.

Beyond these three categories of individuals, your local school district may already be affiliated with the National School Volunteer Program, Inc. The NSVP can provide valuable advice and assistance about developing and operating volunteer programs. NSVP is a national non-profit education association building partnerships between public education and the community through the work of its membership of parents, retirees, company employees, educators, and college students.

Technical assistance services available from NSVP include publications, slide-tape presentations, research on model programs and school legislation as well as training for volunteers and volunteer coordinators. NSVP can also provide comprehensive training and program development assistance for leaders of school volunteer programs through the National Academy for Volunteers in Education.

Companies can contact NSVP for more information about its services.

What to Look For in a Coordinator and a Volunteer

- Interest in education
- Commitment to young people
- Energy and enthusiasm

continued

- Responsible position in the company
- Creative and innovative thinking
- Communication skills
- Willingness to make the necessary time commitment
- Support for the goals of the program
- Consistency, commitment, cooperation

For more information on working with volunteers:

National School Volunteer Program, Inc.
300 N. Washington Street
Alexandria, VA 22314
703/836-4880

There are no rules for successful collaborations. There is no one right way to proceed, nor is there a single formula for success. There are many successful programs—all different and all flourishing—and they share certain characteristics even if their structure, program, goals, and activities vary widely. The chart can help you identify some factors that will affect the success of your collaboration.

Factors that *Do Not* Necessarily Affect Success of Cooperative Programs

- Number of participants or number of schools involved
- Who initiated the project
- Amounts of money spent
- Where activities take place
- Problems—if they are solved with good will and flexibility

Factors that *Do* Affect Their Success

- Commitment from the top
- Planning
- Openness
- Enthusiasm
- Creativity
- Respect for educators
- Liking for young people
- Company support up and down the line